

The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE
LIBERTY TEACHERS' ASSOCIATION

VOLUME 24

NO. 7

There can be no question, of course, whom we shall educate. Education may at one time have seemed a charitable grant to those who received it; today it is a necessity to the community that gives it. We cannot afford an ill-educated electorate, and we can insist that any child who has learned to talk—speech is probably the greatest achievement in every person's life—should have twelve years' schooling.

—*Fortune*, July 1943.

MAY, 1944

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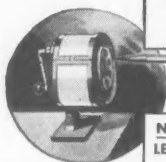
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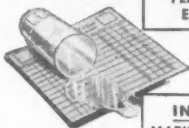
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BEAR DOWN



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The A.T.A. Magazine

Official Organ of The Alberta Teachers' Association



MAGISTRI NEQUE SERVI



JOHN W. BARNETT, Managing Editor

Imperial Bank Bldg., Edmonton

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Volume 24

MAY, 1944

Number 7

EDITORIAL

SELECTIVE SERVICE AND TEACHERS

READERS will note the *appeal sponsored by our Minister of Education, presumably on the request of the Minister of Labour of the Dominion Government, for teachers to take up employment during the vacation months.

Last year the teachers responded genuinely to a similar proposal, for no class is more anxious to assist the war effort. Assuming the same condition prevailed in all provinces, the experiences of teachers seemed to point unquestionably to the fact that Selective Service was not geared to handle the teachers who were free to take positions when school closed at the end of June; in fact, many teachers were not placed until well towards the end of July and, in a number of cases, in positions to which they were not suited. What they did find when they sought employment was that they were replacing boys and girls from farms who went to the cities to seek positions. It is obvious that a very large proportion of teachers are not suited to farm labour by reason of age and lack of experience. In any case it does seem rather peculiar that teachers should be pressed to go out to do farm work while large numbers of others, experienced and suitable for that employment, leave the farms and enter into competition with teachers in their own home centres.

* See page 29.

It is to be sincerely hoped that when schools close in this province on July 15th that Selective Service officials, as a result of last year's experience, will be in a position to plan and organize the placement of teachers more efficiently and amicably than heretofore. Also, it surely is essential that teachers should have the privilege of accepting work wherever it can be found, as this is the case, for example, with University students who were privileged to accept employment with say, American companies operating in Alberta who have large numbers of temporary positions suitable for teachers. It is urged by others that a way might be found whereby, to some extent, teachers who want to travel might seek temporary work in other provinces thus having a change of climate and surroundings which contributes so much in the way of holiday benefits. It was generally felt last year that the lack of appreciation of the needs and capacities of teachers on the part of the Selective Service officials, together with the restrictions which were in force at that time, did much to dampen the enthusiasm of many who were most anxious to co-operate with the Government and Canada in the war effort.

DOING NOTHING IS DOING ILL

IF ONE asked what is the most significant trend today in public thinking with respect to education, the answer would undoubtedly be: "There is every indication that laymen everywhere are prepared to lend a listening ear to a complete overhauling of the machinery for the support of education—elementary, secondary, vocational and higher education."

Thinking people everywhere whether in Canada, Great Britain, the other Commonwealths or the U.S.A. have come to a realization that, "Any nation that seeks to improve its future must at all times safeguard the program of its emerging citizens. Citizenship is not a part of the child's native endowment: it is a cultural way of thinking and acting acquired during the growing-up years". Hence, no underpaid person unemployable and unsuccessful in other fields or just tentatively engaged in teaching until something better turns up, should be permitted to play with the destiny of boys and girls. All in all, "the neck of the chicken" is just not good enough to nourish either the educational system or the bodies and minds of those that labor therein.

AS AN example in point, the Board of Directors of the Canadian Chamber of Commerce in their covering letter to the General Secretary of the A.T.A. enclosing the resolution on "Salaries of the Teaching Profession" recognized "the economic and social importance of the proper education of Canadian youth", also "that existing salary scales have often made it impossible to maintain the standard". The letter concludes: "Only by adequate encouragement to so important a profession, do we believe that the youth of this country

* See Report of General Secretary, page 18.

NATIONAL SELECTIVE SERVICE

NATIONAL Selective Service
appeals to all school teachers
to engage at essential work during the
long summer vacation in 1944.

Teachers not requiring to take further
courses incidental to their profession
should take farm employment if experi-
enced and capable.

Teachers will be assisted into essential
vacation employment by application at
the nearest Employment and Selective
Service Office.

DEPARTMENT OF LABOUR

HUMPHREY MITCHELL,
Minister of Labour

A. MacNAMARA,
*Director,
National Selective Service*

can acquire that training and knowledge necessary to enable them to take their rightful place in shaping the destiny of the Dominion."

It is hoped that this "tip-off" from Headquarters will be heeded by the many members of the affiliated organizations of the Canadian Chamber of Commerce, who constitute so large a part of the personnel of school boards and city councils throughout the Dominion. Resolutions by such bodies whose personnel is powerful in financial and business circles, together with references to the necessity of bolstering education made in the Senate and by national leaders in public affairs, is cheering to those who feel that a panacea for many of the perplexities of education is "Dominion Aid".

AGREED that aid from the Dominion exchequer is necessary and that as time passes it will be recognized as inevitable and that the present narrow method of financing education so largely by taxes on real estate is the greatest obstacle in the pathway of educational reform; nevertheless, such unanimity of opinion does not entitle the local school boards and provincial governments to crawl out from under their responsibility to make things go as far and as well as their financial resources permit. The alibi, "inability to do better", just does not hold good in all too many cases, where communities well-circumstanced financially to do better—much better—tend to mark time while sparsely populated, unproductive areas, struggle along heroically, ungrudgingly sacrificing from their insignificant "all" to make things right for the boys and girls in school. The following clipping from the Winnipeg Tribune drives home just what we mean:

TEACHERS AND TAXES

The biggest obstacle to decent remuneration for teachers is the present narrow method of financing education by realty taxes alone. This may work out fairly well in thickly settled districts but it is a millstone around the necks of the sparsely populated, poorer districts, especially in depression times. However, as a matter of fact the municipalities right across Canada are in better financial shape at the moment than they have been for years and all of them could do something toward increasing the salaries of their teachers.

Yes indeed: doing nothing is doing ill!

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CATALOGUE ON REQUEST

PROPOSED A.T.A. SALARY SCHEDULE

The Executive of the A.T.A. is anxious to respond to requests from all parts of the province for material which will be of assistance to negotiating committees of Locals and school staffs outside the large cities.

The following is published hoping it may serve as:

A BASIS OF NEGOTIATIONS

between

Teachers and School Boards

ELEMENTARY:

(Grades I to VI, including rural school teachers up to Grade VIII) minimum, \$1,100.

INTERMEDIATE:

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1st year University 50

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For Special Certificates:

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Shop 50

Home Economics ... 50

Other recognized specialist certificates.

Will school staffs or negotiating committees please report IMMEDIATELY to Head Office when a salary schedule is agreed upon?



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President's Report - - -

(Delivered to the Annual General Meeting, 1944)

Teachers' Salaries

The question of teachers' salaries is receiving more public attention today than perhaps ever before. Even the Canadian Chamber of Commerce is sending out a strong appeal to the educational authorities across Canada to increase the salaries of teachers. Just what ideals, motive, hopes and fears impelled that body to this unusual action need not detain us here. The important thing for us to note is that this is one more indication of a changed attitude on the part of the public, even the influential public, in this question.

Just how to take full advantage of this drift in public opinion for the betterment of education and of our profession is a matter which will, no doubt, receive the careful attention of this Annual General Meeting. But even while doing this it is well to keep in mind that until fundamental adjustments are brought about, gains now made are sure to be lost again, and the weary cycle some of us are so familiar with will go on repeating itself forever.

One of the worst features of our present system, as I see it, is the dual control now vested in the Department on the one hand and the school boards on the other. We are trying to ride two horses at the same time, and they are usually moving in opposite directions. The Department calls the tune, or thinks it does, but the school boards pay the piper, and we all know who it is that call the tune in the last analysis. Standards are set by the Department; salaries by the school boards. And school boards are, as a rule, more interested in keeping down the mill rate than they are in raising standards.

If the Department is primarily responsible for the teaching service in this province, the Department should have control of the wherewithal to pay for it. For example, if and when two, three and four-year training courses are set up, adequate salaries for these respective graduating groups should be made available at the same time and by the same authority. I am not suggesting that the entire responsibility for financing education should be assumed by the Department. I am referring to salaries only and to minima rather than maxima. Furthermore, my purpose in writing this is to give direction to our thinking on this matter rather than to make dogmatic assertions on such a difficult and perplexing subject.

The New University Set-Up

The recent decision to unify the entire pre-service and in-service education of teachers in the Faculty of Education in the University raises questions which should be carefully considered by the teachers of the province. The thing to be kept in mind is that teachers are craftsmen and need to be well equipped with the skills and techniques of their craft. Among these skills and techniques are many, such as elementary dramatics, music, and art, and the best methods of teaching these, which are not likely to be highly regarded as disciplines in University circles, but which are, nevertheless, of the most fundamental importance in the dissemination of literacy and culture over the far-flung areas of this great province. The University authorities must somehow be brought to realize that prospective teachers studying these elementary techniques for pro-

fessional purposes are in an entirely different category from the general student collecting credits toward a Liberal Arts degree by taking beginner's courses in these things. It is not suggested that general university standards should be lowered. But it is suggested that the needs of elementary education must be adequately provided for.

What this means is that credits must be freely and ungrudgingly given toward teaching certificates and degrees for all work, however simple and elementary it may be, that prospective teachers need to fit them for the work of teaching. There must be no discrimination against "simple" things in the preparation of teachers for the elementary field. As teachers we are not academicians. We are professional people with professional needs and qualifications which are peculiar to ourselves. These must be safeguarded.

This question has, in fact, been quite a burning one all down through recent years. Thousands of teachers have taken summer school courses, in some cases dozens of courses, to fit them specifically for better teaching in their schools, who have received no recognition for this whatsoever by way of advancement in their professional standing. Others, taking "advanced" courses, often having little or no relationships to their actual schoolroom needs, have moved on steadily toward their degree. The whole system seems to have been pointed, somehow, toward high school and college work, as though this were more necessary and important than teaching at the elementary level.

Now as a profession of teaching we are not interested in subsidizing certain subjects or levels of instruction at the expense of others. All levels are equally necessary and of equal importance. This implies equal reward and recognition for equal preparation and experience at all levels.

This leads over at once, of course, to the "single salary schedule" proposal, the essential soundness of which will have to be admitted, it seems to me. But the approach to a "single salary" system will likely have to be a very gradual and tentative one, for reasons of finance and public relations, among others. But the case of professional recognition by way of "credits" is entirely different. We must stop making unprofessional discriminations ourselves if we ever expect the public to do so.

In regard to professional Department courses which have been taken in the fairly recent past, it has been suggested to me that a "Board of Admissions" or some such body might be set up to consider individual cases with a view to a fair and just adjudication. If, for instance, two of the old courses were taken as the equivalent of one of the new, it would mean a good deal to many teachers. It seems to me that there is much that could be said in favor of this proposal.

The Personal Income Tax

In recent years we have been flooded with propaganda from Ottawa and elsewhere as to the superior merits of the personal income tax as a form of taxation. We read, for instance in *Canada 1944* that this is "an ideal form of direct taxation; the incidence is admittedly fair and just". We are also assured that it is a very cheap and easy tax to collect. Both of these statements are seriously open to question. The tax obviously does not fall with equal force on all the large occupational groups of the country. Hence the incidence of the tax can hardly be said to be "fair and just". As to its being cheap and easy to collect, the only thing that makes it so is that it is collected from people from whom it is cheap and easy to collect it. Any serious attempt to collect a personal income tax fairly and equitably from all sections of the population would make it a very difficult

and expensive tax to collect. And it is a serious charge against any tax to say that it is not being, and perhaps cannot be so collected.

A few statistics will make my meaning clear. In the year 1941, the last year, it would appear, for which a break-down of the figures has been made public, the number of "agrarians" (including, presumably, stockmen, fruit growers, dairymen, as well as grain growers and mixed farmers of all sorts) who filed income tax returns in all of Canada was 1,869 or 62/100 of one per cent of the total number filed. These "agrarians" were assessed for \$6,672,064 net income, which was 67/100 of one per cent of the Canadian total. They paid income taxes in the amount of \$204,319. 39/100 of one per cent of the total for Canada.

Turning to "employees" we find that the number of these filing returns in 1941 was 232,609—77.44 per cent of the total for Canada. They were

assessed for \$651,744,108 net income, 65.80 per cent of the total. They paid \$20,476,531 in income taxes, 39.09 per cent of the total for Canada. This is to be compared with 39/100 of one per cent for the Canadian "agrarians".

Just what has happened along these lines since 1941 we do not know, but we do know that the personal income tax has been enormously increased, and it is more than likely that the discrepancies as between groups is now even greater than then. Just as in the case of the property tax for education, so now the wage and salary earners are coming to bear more than their just share of the expenses of government. After the war the provinces will no doubt get back their right to impose an income tax. There is no end in sight. As one form of taxation it has many good points without a doubt; but when used beyond moderation it bears far too heavily on wage and salary incomes relatively



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to other forms of income.

I would suggest, therefore, that some consideration might be given to the formation of a "Wage and Salary Earners' Protective Association" or some such organization. To study this whole procedure and serve as a means to united action and influence in case present taxation trends persist in the post-war period.

The "Enterprise" Technique

This is a matter, it would appear, that will still bear discussion in teacher groups wherever the opportunity presents itself. Without minimizing the contribution that the introduction of this methodology has made in Alberta by way of breaking down old and stereotyped procedures and causing us all to reflect on the deeper meanings and purposes of education, there still seems to be some doubt as to its being the best method to be used by all teachers in all circumstances. It might be better to regard it rather as a technique that is merely approved and recommended. Many seem to think that where this method is the "chief instructional technique" as Mr. French expresses it, the fundamental skills and knowledges are not sufficiently impressed. There are some who even hold that "method" is not the sort of thing that can be safely standardized, owing to the great diversity in the temperaments and personalities of teachers and in the conditions under which they work. It is a strictly professional matter and one which practicing teachers are surely in the best position to discuss intelligently and assess. After seven or eight years of trial the consensus of opinion among teachers on this question, if it could be obtained, would be of very great interest and importance to the profession of teaching.

The Grade X Survey Tests

About 2200 beginning Grade X students selected from the length and breadth of the province and repre-

senting all types of schools in which Grade X is taught took the Grade X Survey Tests last October. The five tests in the series covered Mathematics, English, Vocabulary, Social Studies and Science. The results of these tests should be of permanent value to students of education in this province, especially as changes in educational philosophy and practice are introduced.

The cost of the enterprise to the Association this year will be little more than \$250.00 as half the costs up to \$250 is being met by a grant from the Canadian Council for Educational Research, and much of the labor has been done on a voluntary basis. It is hoped that the dollar for dollar grant from the Council will be continued in future years. The statistical work on the tests is not yet completed, but a full report will appear in the Magazine in the near future.

This is a kind of research or fact-finding activity that might well be carried a little further by the A.T.A. There is a large field of unquestionable importance in education where the results are easily measurable, especially in terms of averages, and we ought to know the facts as to our collective trends and achievements. We are working far more in the dark as a profession along these lines than there is any need for. For example, a similar study on the basis of a wide sampling might be set up for the end of Grade VI. If the A.T.A. could demonstrate the value of work of this kind, it might stimulate the setting up of bureaus of educational research in the Department and in the larger cities as well.

Social Security

The recent health proposals by the Canadian Government should receive the strongest endorsement of this body; and the C.T.F. should bring such weight to bear as could not be neglected. Teachers can more logically support this movement than most

other bodies, as public education is already a fully socialized service. Besides, the plain truth is that the cost of hospitalization and medical service has now soared beyond the reach of people on moderate incomes. The implementing of the Ottawa proposals should be as strongly urged as possible by the teachers of Canada.

Post-War Reconstruction

A committee of the C.T.F. consisting of Miss Beryl Truax, President, Dr. Willoughby, Vice-President and Dr. Crutchfield, Secretary, presented a brief in Ottawa on March 15 to the Special Committee on Reconstruction and Re-establishment appointed by the Canadian Government. Among many other things, the brief dealt with the question of the recruiting for the teaching profession of members of the armed services who are not now teachers. This matter is causing considerable discussion in educational circles, and concerns itself with when and where these men and women should be re-educated for teaching, and the length and content of the required courses. The following paragraph from the brief sets forth the C.T.F. policy on this question:

"Undoubtedly there are very many men and women now in the armed services who would make excellent teachers if given the required professional training, and we would like to see as many of these enter the profession as can be properly absorbed. We wish to emphasize, however, that there should

be a very careful selection of those desiring to become teachers, and that they should be given the best possible professional training. The greatest care should be taken to see that the number selected and trained is such as to allow for their absorption without the danger of unemployment, and a further chaotic condition in the profession. We suggest, however, that until the status of teaching is raised to the level recommended in our report, the advisability of directing bright, ambitious young men and women into the profession is questionable."

In supporting this general position, it might be in order to point out that this is one way in which the Dominion Government can make a contribution to Canadian education without any question of conflict with **The B.N.A. Act** or any other authority. What I refer to is the providing of the "best possible professional training", in collaboration with the provincial authorities, for prospective teachers from the armed services before they are completely demobilized. Not to do this would be a great disservice to those who took their position in our first line of defence during the war. It might also be a serious set-back to the entire profession of teaching in Canada.

Respectfully submitted,

C. SANSOM,
President.

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REPORT OF THE GENERAL SECRETARY

FOR THE ASSOCIATION YEAR, 1943-44

Organization

There are 63 chartered Locals. Two new Charters have been issued during the year—Lac La Biche and Edmonton High School. The year has been a particularly difficult one, due largely to the late opening of the schools and also accruing from the fact that Secretary-treasurers of school boards found it impossible until quite late in the fall, to furnish any list of teachers and their locations. Furthermore, the Conventions were held very late. Somehow or other, many of the officers of the newly appointed Executives failed to report the personnel of their new Executive. The Minister and the Department are to be thanked for the facilities provided for the holding of the Fall Conventions and Annual Meetings of Locals throughout the province, and also for co-operating with the Association with respect to this Annual General Meeting.

The Sub-locals seem to be functioning well as is revealed from the large number of reports of Sub-local meetings appearing month by month in the Local News Section of *The A.T.A. Magazine*. It is particularly encouraging to note that at meetings of the Sub-local, the whole or part of the meeting is devoted to some topic, professional as distinct from the economic. And particularly encouraging is this, having regard to the fact that the staff of the province during these times of emergency is so fluctuating—regular members retiring, enlistments in the Armed Forces, replacements being made by re-entrance for the duration of large numbers of ladies from the farms and elsewhere. It is with pleasure I report that the Locals continue to orient themselves to running their own affairs, negotiating salary schedules with school boards, and generally keeping an ob-

servant eye on school board meetings insofar as they affect the members of the Local. There have been very few cases during the past year—since midsummer anyway—of Locals appealing to Headquarters for assistance with respect to negotiations: that is, assistance which cannot be secured through the mails. All in all, therefore, it is fair to assume that the Locals have entered their proper stride and are exercising their autonomous powers with discretion and efficiency.

A notable instance of professional interest and initiative on the part of Locals should properly be mentioned in the General Secretary's Report—the case of Smoky Lake Local No. 50. The Local Executive approached the school board to provide a scholarship or exhibition, available to members of their staff, for the purpose of attending Antigonish University during midsummer to take a special course in Community Service, a subject which figures so largely in the Alberta Social Studies program. It is suggested that the action of the Smoky Lake School Board in favorably considering this proposal is worthy of emulation by other school boards throughout the province, for not only would it be beneficial in the long run to the boys and girls in the school, but provides just that amount of mutual interest and reciprocation between board and staff as to make for genuine fraternal relations between the employing body and the employed teachers.

Membership

It would be very difficult indeed to state at any particular time during the year just how many members there are in the Association. This is due to a number of factors: First and greatest, **The Teaching Profession**

Act requires that any teacher who changes his school or changes his salary even to the extent of an increment normally due under the schedule, shall report to the Secretary of the Association. Few teachers do so, with the result that we must depend on lists of names and locations of teachers year by year, even month by month, supplied by courtesy of the Secretary-treasurer of the school board. Many secretaries fail to do this, although it is possible in case the Secretary-treasurer remits the listed fees of the teachers to the office of the Pension Board and at the same time gives the location of each teacher, the names of teachers who have left the service of the board may be discovered as well as the name or names of the new ones assuming duty. This listing difficulty is one of the major problems of the office, and involves an expenditure of at least \$1,000.00 or more per year for office help alone. Furthermore, the incomplete lists of names and addresses of teachers actually in service, it is impossible to supply each and every member with the respective monthly issues of *The A.T.A. Magazine* on time. The total number of ballots mailed out to Members as recorded in our files was:

Edmonton District	1230
Central Eastern Alberta	588
Central Western Alberta	815
Calgary District	1032
Southern Alberta	795

—
4460

Number of teachers to whom ballots were not sent owing to election by acclamation of District Representatives:

North Western Alberta	300
North Eastern Alberta	730

—
Total recorded membership5490

Research

The President is reporting on the Alberta Survey Tests and presumably also on the Dominion Survey Tests,

the latter sponsored by the A.T.A. at the C.T.F. Convention.

Choosing Your Life Work, a result of a research project undertaken in 1938 under the direction of Dr. LaZerte, is now completely sold out. It should be noted that quite a number of demands for copies of the book are coming from education departments and individual teachers from other provinces than Alberta.

Legislation

As a result of an Association request, the teachers of Alberta are now entitled to 1/190 of the year's salary for each teaching day in case the teacher is under engagement for less than a year. No progress apparently was made by those who advocated; first, that **The School Act** should provide school boards to be privileged to set a different retirement age for men and women; second, to be privileged to terminate the engagement of women teachers upon becoming married.

Pensions

Newspaper reports of a recent debate in the Legislature on the matter of teachers' pensions indicate that the Alberta Legislature are of one mind on the matter of teachers' pensions; that is to say, the Members consider the present scheme is entirely inadequate. The general tenor of the discussion indicated that, at last, representatives of the electorate are convinced of the necessity for the enactment of a more adequate retirement scheme for the teachers of Alberta. The A.T.A. representatives on the Pension Board will lay certain proposals before the teachers at this meeting which, if adopted, presumably will result in submissions to the Alberta Government for a revamping of teachers' pension legislation. One cannot but express gratification that some of the members of the Legislature, long experienced in the Alberta House previous to the present Government assuming authority, have now come out forthright as having

The A.T.A. Magazine

teachers' pensions in an altogether different focus than was the case heretofore. The prospect is good.

Rehabilitation of Teachers

Arising from an article in *The A.T.A. Magazine* written by Mr. A. J. H. Powell of the Edmonton Local, member of the North Eastern District Rehabilitation Board, a very satisfactory reaction was secured from the Superintendent of Educational Training, Department of Pensions and National Health. Mr. Powell's article sets forth some rather pungent queries with respect to how teachers returning from active service might be treated on their return. The general tone of the article evidences fear that education would again get the "neck of the chicken" in the post-war period from the Dominion authorities. It is cheering indeed to read the forthright pledge of the Superintendent of Educational Training, Ottawa, re the interpretation of the Dominion Order-in-Council insofar as the treatment of returned teachers is concerned. That pledge has served to allay misgivings on this all-important matter. However, from present indications, the teachers of Alberta and of the Dominion will be well advised to keep a very watchful eye on plans already mooted by influential organizations to train ex-service men and women—non-teachers—to enter teaching via a very questionable, if not spurious route, e.g., correspondence courses. Would this be genuine rehabilitation? It is suggested that ex-service men and women deserve something better from the Dominion authorities than that; so does the teaching profession of Canada.

Board of Reference

But one case went before the Board of Reference this year; that of a teacher appealing against termination of engagement by the school board merely because she was a woman and had reached a certain age, whereas, the board did not require male teachers to retire until a later

age. The teacher was reinstated on one ground, amongst others, that the board has no authority under *The School Act* to discriminate against women. The attitude of His Honor Judge A. M. McDonald sitting as the Board of Reference, also made plain that Section 246 of *The School Act* really did mean what it was intended to mean by the Legislature that:

"Women shall be upon an absolute equality with and have the same rights and privileges, and be subject to the same penalties and disabilities as men, under this Act."

Resultant upon his decision, certain lady teachers on one city staff were advised not to accede to the request of officials of the school board to resign, the officials acting in conformity with an established policy of the board to dispose of women teachers on becoming married. The school board evidently recognized that their policy had no legal force and effect, inasmuch as it was obviously inconsistent with the above-mentioned Section 246 of *The School Act*. The inference is logical that any school board providing for differentiation in the salary schedule as between men and women—on sex grounds alone—is acting out of conformity with *The School Act*.

Executive Meetings

Four meetings of the Executive were held during the year: One immediately following the Annual General Meeting; one (two-day) during July; a two-day meeting at the year end; lastly, just before this Annual General Meeting.

Library

The library continues to be extensively used. Its extension has necessitated the renting and furnishing of another room. Previously, the library books had been stored in the general office and in the hallway approaching the A.T.A. suite of offices.

Representation

The following have served during

the year as representatives of the A.T.A.:

Certification Committee—President Sansom and General Secretary; Examination Board—L. A. Broughton; Provincial Council on Nutrition—Miss Ada A. Lent; Alberta Council for Adult Education—President Sansom and General Secretary; Council of Faculty of Education—H. C. Clark; Senate, University of Alberta—John W. Barnett.

Staff

The Office administrative work has been rendered somewhat difficult during the past year owing to one member of the staff joining the C.W.A.C. and four other ladies resigning on marriage to husbands transferred from Edmonton. One member only of the original staff remains.

It should be noted that the comparatively favorable financial showing for the past year is in some measure due to there being one less member on the A.T.A. staff.

School Grants

It is suggested that the time has arrived when **The School Grants Act** should be revised or entirely revamped, so that when it comes to the matter of estimates for education, allocation of the required amount of money might be made from consolidated revenue, ear-marked and undebatably to meet the provisions of **The School Grants Act**. Years ago a committee appointed by the Department reviewed the whole field of school grants and it was understood that the committee was of one mind, that **The School Grants Act** should be so amended that each and every school board of the province would be able to finance from a central fund a minimum standard of education, paying a minimum salary at least to the teachers, and the balance, over and above that minimum, to be supplied from proceeds of the local tax rate. The mere fact that a special grant of \$807,000 has been provided for

special grants in this year's estimates although evidencing a measure of generosity, must nevertheless be accepted as evidence that the Department of Education is functioning as a discretionary apportioning body and **The School Grants Act** is no longer adequate to meet present day conditions, so that official judgments must needs operate in place of detailed statutory requirements set forth in **The School Grants Act**. It should be noticed in fairness that the Government grants for education are progressively on the increase; in fact, this year the amount of money provided is \$4,097,480 as compared with last year's \$3,572,493—an increase of \$524,987. However, the amount allocated as grants for elementary and secondary schools is \$435,724 less than last year; but against this must be placed a general item—special grants amounting to \$807,000. We take it that this special grant is to be distributed amongst the different departments of the educational system and it is presumed also that from this \$807,000, the decrease of \$435,724 in grants to elementary and secondary schools will be more than counter-balanced.

Salaries of Teachers

The question of a provincial salary schedule is much under discussion. Possibly the idea is gaining ground both amongst school boards and teachers that undoubtedly a provincial salary schedule would relieve both school boards and teachers of considerable discussion and perhaps eliminate, to a large extent, potentialities for dispute between the two groups. However, it should be noted that not one dispute has been referred during this year to the Minister of Trade and Industry under **The Industrial Conciliation and Arbitration Act**: that is to say no Conciliation Commissioner nor Board of Arbitration has been appointed. This surely is evidence that boards and teachers are getting along pretty well to-

gether having regard to all circumstances. A few statistics may be in order here to enable one to get the salary situation in focus:

Average of Teachers' Salaries

School Divisions—

Salary of Divisional Teachers (49 out of 50 Divisions—Vermilion Division No. 25 no lists received)—\$3,282,884.27.

No. of teachers in the 49 divisions—2,970.

Average salary per teacher 2,970) \$3,282,884.27(1,105.34.

Towns, Villages and Rural High

School Districts—

Average salary of teachers included in the following School Districts: (Rural High; Catholic Separate Districts, Roman Catholic Public; Protestant Separate; Consolidated School Districts; Town Schools; Village Schools; Rural School Districts)

No. of teachers863

Amount of salary paid\$1,319,318.03

Average salary per teacher—

863)1,319,318.03(1,528.75.

(The median salary would undoubtedly be lower because so many teachers are in the lower brackets of the schedule.)

Note that the average salary has risen considerably during the past year; rural teachers' salaries (including, of course, those doing High School work) being now over \$1,100 and in the urban areas, \$1,528. One might regard this as satisfactory; however, in fairness to themselves teachers might make a few comparisons and arrive at concluding things are not so good as at first glance they appear. According to the annual report of the Department of Education, the following figures are set forth:

Year	Amt. Expended on Teachers' Salaries	Teachers Employed
1929-30	\$6,847,412.54	5,705
1939-40	6,492,184.27	6,290
1941-42	6,870,176.68	6,336

	Rooms in Operation	Per Teacher	Salary Per Room
1929-30	5,558	1200.94	1231.99
1939-40	6,160	1032.14	1053.92
1941-42	6,327	1035.25	1085.85

The only figures available regarding this year's operations are as follows:

Year	Amt. Expended on Teachers' Salaries	Teachers Employed	Salary Per Room
1943-44	\$6,589,268	4,848	1359

(Combined annual rate of salary for 4,848 teachers employed in 1944)

Note

1. Annual rate per teacher is of course considerably higher than the amount paid each teacher for the reason that all teachers do not serve the full year: the number of rooms operating is less than the number of teachers.

2. The above figures include all city schools where the annual rate of salaries paid are much higher than those in the towns, villages, rural School Districts and School Divisions from whom returns could not be secured by the office and will not likely be available until the 1945 report of the Department is issued. The only reasonable deduction that can be secured from the 1943-44 statistics available is that the payment per teacher and payment per room for salaries is on the upgrade but to what extent can not yet be determined.

For the total payroll to be on a similar basis in dollars in 1944 as in 1929, the calculation would be as follows:

$$\begin{aligned} & \$6,847,412 \times \frac{6,327 \text{ (app. rms. in op. 1943-44)}}{5,558 \text{ (actual rms in op. 1929-30)}} \\ & = \$7,794,814 \end{aligned}$$

In terms of the purchasing price of \$1.00—

$$\begin{aligned} & \$7,794,814 \times \frac{119.3 \text{ (Cost of Liv. Index 1943)}}{121.7 \text{ (Cost of Liv. Index 1929)}} \\ & = \$7,641,095 \end{aligned}$$

Present indications from statistics available are that the 1943-44 totals for teachers' salaries will amount to considerably less than this figure: in other words, the status of teachers is lower than in 1929-30 and school boards are actually paying less in value in 1943-44 than in 1929-30. True, 1929-30 was a significant year

for the reason that the Normal School students graduating that year, almost without exception, signed an agreement that they would neither apply for, nor accept, a school at a lower salary than \$1,000 per annum. That had the effect of raising rural teachers' salaries by approximately \$100 per annum and that was maintained fairly well until the advent of the depression, even though there was a slight oversupply of teachers. Then came the depression with thousands, yes thousands of teachers unable to secure schools. Rock bottom was reached in 1935. Now, however, there is a critical shortage of teachers; yet, the economic position of teachers has not caught up with 1929-30. And why?

1. Possibly the main reason is that school boards are tempted if not prone to think in terms of salaries during the depression years—1931 to 1935—even though the relative position of the taxpayers, particularly in farming communities, is incomparably better than during that period.

2. The institution of the large divisions has tempered the normal operation of the law of supply and demand, as it might otherwise have operated more distinctly in favor of teachers.

3. The Freezing Order-in-Council of the Dominion Government distinctly put a brake on the exit of teachers and gave employing boards a measure of security against having to bid upwards for the smaller number of teachers who otherwise would have remained in the work. (This might be regarded in some measure as a contribution of the Dominion Government to education for the large number of teacher enlistments in the armed forces; but it should be protested again and again, until the Order is repealed, that it cost the Dominion Government nothing whatsoever—in dollars at least—while at the same time it had the effect of mulcting those who remained in an already miserably paid profession).

And so, school boards have managed to "get by" somehow. It might be suggested that the Freezing Order policy, whether so intended or not, was one step towards implementing the ideal of the Rowell-Sirois recommendation that "education like other social services should be compelled to fight for its life."—and how!

In view of the foregoing, would a provincial salary schedule, even if based on the best salary schedules in operation today, be entirely adequate; for example, would it bring the teachers into line with their position in 1929-30? Some influential advocates of a provincial salary schedule seem to forecast a plan of basing a provincial salary schedule on the statutory minimum of \$900 per annum with a spread of \$300, between maximum and minimum. Therefore, before a provincial schedule of salaries is to be established, it is fair to urge that teachers be privileged to consider very carefully whether or not their interest at the present time would be augmented in a salary way by a provincial salary schedule, or whether this matter should be left over until there are reasonably accepted indications that the cost of living peak has been reached, and that the brackets on the schedule will grant justice to teachers and be in keeping with the dignity of a professional body.

Possibly the most unsatisfactory conditions with respect to schedules of salaries exist in the towns and villages. For several years past *The School Act* has required school boards to:

"Prepare and adopt a salary schedule applicable to all classes of teachers employed in the school or schools of the district."

The Act also provides that:

"The salary of the teacher shall be expressed in every salary schedule as an annual sum."

There are many boards (excepting, of course, city and divisional boards) acting inconsistently with *The School*

Act in this regard. In view of the fact that all boards are forwarded copies of *The School Act* amendments by the Department, although there may be a few cases of unawareness, the only conclusion that can be arrived at is that the law is being consciously ignored. The reason for this flouting may be attributed to the fact that when vacancies arise, they find a sufficient number of teachers so anxious to locate in a larger centre as to incline them to:

1. Accept the salary offered in the advertisement even at a sacrifice in salary.

2. Do a little "horse-trading".

It is suggested that the onus should not be placed on the teacher to secure evidence that the salary offered is in conformity with the schedule. On the other hand, it is obvious that the various boards concerned, anticipating that "last year's salary" for the particular position will be found unattractive to a newcomer, raised the "anté", whether or not the schedule permits or whether it is a fit and proper treatment for the serving members of the staff—altogether contrary to the spirit and intention of *The School Act*. Then difficulty arises after school reopens, since the collective agreement (for the salary schedule should be the outcome of agreement) having been departed from by the Board is brought to their attention by the staff. The fact that a Board has to appoint newcomers above schedule is evidence prima facie that the schedule is too low, even in spite of those teachers prepared to accept a town school at a financial sacrifice.

It should be pointed out that the salary status of town and rural teachers has been entirely "up-ended" during the past two years. The minimum salary in most towns and villages is actually lower now than in the divisions; the spread between minimum and maximum salary is lower, and allowance for past experience is either denied altogether, or,

otherwise, the allowance is but fractional compared with that provided for in most of the divisional schedules. All this because such school boards act on the assumption that they can easily secure the elementary teachers anyway—or any old way—and unfortunately they are in large measure correct in assuming just that. Therefore, the membership would be well advised to take this phase of the salary situation under serious consideration.

Freezing Order

It would be an omission indeed not to draw attention once more to the discrimination by the Ottawa authorities against the teaching profession. That is to say, other employees engaged in essential national work (and surely teachers should be included in that category; indeed, has not the Dominion Government Deputy Minister of Labor told us so?) may be frozen to their vocation but at the same time, the Government has safeguarded the wages floor as well as ceiling by and through the War Labor Boards—but not so with teachers. True, the Dominion Department of Labor has expressed the pious opinion that teacher employers should voluntarily grant a cost of living bonus; however, the wish has been but the father to the thought. Very few school boards have fallen into line with the desire of the Department of Labor, and where the former have conceded the principle, it is to so small an extent as to be comparatively negligible. As an example, in point: the cost of living bonus regulations require the lowest paid member of the A.T.A. staff to receive a cost of living bonus of \$234.96 per annum; higher than any bonus paid by any school board in Alberta, who evidently feel they have been generous in "awarding" a bonus of \$50, \$75 or \$100 (often to married men only). There are a few examples of "easing up" in this regard, notably in the Crow's Nest Pass town where 71c per

teaching day is paid—\$142.00 per annum.

Federal Aid

Little encouragement comes from Ottawa authorities with respect to there being any other attitude toward educational support than that expressed in the Rowell-Sirois Commission's report: at least one looks in vain for some pronouncement which would justify any immediate optimism in this regard. In Britain, New Zealand, Australia and United States the contemplated plans for reconstruction place education in the forefront. Did not Prime Minister Winston Churchill in his two latest world-wide broadcasts place education as the first consideration of the Imperial Government in domestic affairs—the right of every child to equality of educational opportunity? And is not a Bill planning heavily increased grants from the exchequer and a complete overhauling of the educational systems of Great Britain, at present under passage of the House of Commons? Space does not permit any detailed analysis of educational reconstruction plans in other commonwealths and in the United States. Suffice it to say, there are no indications whatsoever that the Dominion Government has any present intentions of tackling, even touching, the problems of educational reconstruction, except it be by way of rehabilitation of members of the armed forces—providing technical or professional courses to those returning to civilian life. But worthy as such plans undoubtedly are, they certainly do not meet what is understood by "Federal Aid" for education, and should not be regarded as any substitute or offset for the assumption by the Dominion Government of some responsibility for guaranteeing every Canadian boy or girl of school age a measure of educational opportunity. However, there are more encouraging reports from elsewhere: For example, a newspaper report informed us recently that Dom-

inion Government assistance to the provinces was urged by Senators on both sides of the Senate Chamber, to enable increased expenditures on education. One Senator pointed out that the Dominion gave financial aid to the provinces to improve the quality of livestock and to provide adequate transportation. He felt that it was more important that proper education be provided, and suggested that: "Any fear on the part of the Dominion interference with provincial autonomy in education should be overcome, and the introduction of higher standards of education and higher salaries for a 'most underpaid group' would do much to strengthen national unity." Another senator suggested, speaking from his experience as a school inspector and as a former Minister of Education, that one of the fundamental weaknesses of the Canadian educational system was that teachers of rural schools were not adequately equipped for their work and were underpaid. Again, leaders of several national political parties have urged the same thing in public addresses. Again, a recent resolution adopted by the Canadian Chamber of Commerce and forwarded to all Ministers of Education shows that the idea is growing. It reads as follows:

"Whereas it is essential to the well being of any community that the standard of the teaching profession should be high;

And whereas it is felt that the very frequently inadequate scale of remuneration in the profession in Canada, particularly in country districts, prevents the profession from having the status in the community which the outstanding importance of its work warrants, and makes it difficult, if not impossible, to retain the high standard of personnel which is necessary for this important work;

Now, Therefore, the National Board of Directors of The Canadian Chamber of Commerce urges on the citizens of Canada, and particularly

on all educational authorities, the importance of adequate salaries in the teaching profession."

So here's hoping that the idea will snowball and be rolled up to the Seats of the Mighty. It surely is incumbent on the teachers and all others interested in education and the child, to help roll the snowball until gathering such formidable weight and size as to render its being deemed worthy of attention, even of dissolution.

Without vision a people perish, or if they suffer not quite so bad a fate, they at least court sore tribulation. Legislation alone will not establish the new era. The new era must be incubated in the schools, although, undoubtedly, legislation must serve as a fabricator of the incubator. We hear a lot these days about brain trusts, but the mere fact of putting brain trusts at the head of affairs does not and will not necessarily supplement or support or further the efforts of the brain trusts: both present and future citizens must needs grasp the nature of the inescapable changes civilization is passing through, for certainly this is an era of rapid and drastic changes, alterations greater than from sails to steam, from steam

to electricity. Our outlook has got to be based, therefore, on new concepts. National solidarity must be fused. Russia in a period of a couple of decades has furnished an outstanding example of departure from the old and acceptance of the new. Who would dispute that the primary agent or instrument for the change of concept and the overriding national solidarity may be attributed to the use of schools in stabilizing during the violent change from Czardom to national solidarity? Therefore, as a nation, education and the schools must be in the very top rank as indispensable requisites to the national life and solidarity.

"On with the campaign. To every town, to every village, let the teachers carry the individual and social gospel of education. Let them approach the people with a burning conviction that education is the premier social service, upon which the enrichment of human life and the fate of our country depend."

(An appeal to members of the National Union of Teachers of England and Wales.)

Respectfully submitted,

JOHN W. BARNETT,
General Secretary.

TO TEACHERS NOT RECEIVING THE A.T.A. MAGAZINE

The reasons may be:

1. You have not notified the office of your appointment (school) or change of address.
2. The Secretary-Treasurer has been too busy to forward a list of teachers and their addresses to this office.

The A.T.A. tries to provide every teacher with a copy of every issue of our magazine BUT we are powerless if we can secure no record of your name and address.

PLEASE USE THE FORM BELOW:

Name of Teacher.....
School District.....School Division.....
Address.....

FINANCIAL REPORT

To the Members of the
Alberta Teachers' Association.

Ladies and Gentlemen:

April 3, 1944.

We present herewith Financial Statements of the Alberta Teachers' Association for the year ended February 29, 1944.

We have audited your books, accounts and records for the year ended February 29, 1944 and believe that the statements submitted herewith are a true and correct representation of the operations of your Association for the period and that your financial position is properly shown on the Balance Sheet. All receipts and disbursements have been properly accounted for. A final deficiency of \$1,602.34 in the Vegreville Trust Fund has been charged against the General Trust Reserve. During the year \$10,000.00 of Dominion of Canada Bonds were purchased.

The operations for the past year have resulted in a surplus of Income over Expenditure of \$3,826.11 and as the result for the year ended February 28, 1943 was a deficiency of \$3,322.25 there has been an improvement of \$7,148.36 resulting partly from increased revenue and partly from reduced expenditure. The usual Trust Fund appropriation of \$6,000.00 has been made from General Revenue. All Executive expenditures have been properly approved.

We shall be pleased to supply any further information desired at any time.

All of which is respectfully submitted.

PATRIQUIN, JOHNSTONE & CO.
Chartered Accountants.

ALBERTA TEACHERS' ASSOCIATION BALANCE SHEET, FEBRUARY 29, 1944

May, 1944

Assets

Cash on Hand	\$ 446.94	\$
Cash at Canada Permanent	1,524.86	
Cash in Imperial Bank	7,177.12	
Less Outstanding Cheques	9,148.92	
	978.26	8,170.66

Investments—

Dominion of Canada Bonds	6,000.00	
Province of Alberta Bonds	897.00	
Accrued Interest on Above	41.25	6,938.25

Department of Education and Divisional School Boards (Estimate of fees not yet received)

Office equipment	5,226.81	
Less Depreciation Reserve	2,934.46	7,914.05

Stationery on Hand

The A.T.A. Magazine	500.00	
Accounts Receivable	1,083.95	
Cash Advanced for Executive Expenses	383.89	

Grant Receivable

Library	237.25	
Less Depreciation Reserve	250.00	
	2,000.53	
	800.21	1,200.32

Trust Funds—

Cash in Imperial Bank	547.73	
Dominion of Canada Bonds	26,950.00	
City of Edmonton Bonds	7,350.35	
Edmonton School District No. 7 Bonds	2,393.25	
Accrued Interest	350.78	37,592.11

\$66,542.83

Liabilities

Staff Trust Reserve	\$ 2,444.85	\$
Locals Fees (net)	3,922.25	6,367.10

Trust Funds Reserve—

Scholarships	6,369.08	
Library	6,000.00	
Research	6,000.00	
General	19,223.03	37,592.11

Surplus—

Balance February 28, 1943	17,076.04	
Add Profit of Magazine 1943-44	481.15	
Surplus of Association 1943-44	3,826.11	
Library expenditures (capitalized)	1,200.32	

Balance February 29, 1944

22,583.62
\$66,542.83

INCOME AND EXPENDITURE STATEMENT YEAR ENDED FEBRUARY 29, 1944

Income

	1943-44	1942-43
Fees	\$32,664.93	\$29,337.44
Less Transferred to Magazine	5,044.89	4,875.57

Sundry Income—

Interest on Investments	1,457.41	
Less allocated to Trust Funds	999.71	457.70

594.15

191.32

21

\$28,077.74 \$25,247.34

Expenditure		Adjustment of Grievances	
Office and Administration—			
1943-44	1942-43	Committee	48.15
\$7,120.21	\$7,650.14	Salary Negotiations	428.32
		C.T.F. Fees, etc.	1,111.19
		Curriculum Committee ..	204.73
		Trust Fund Board Appropriation—	
		Scholarships 1,000.00	
		Circulating	
		Libraries	1,000.00
		Research	1,000.00
		General	3,000.00
			6,000.00
			<u>24,251.63</u>
			\$28,569.59
		Net Surplus being excess of Revenue	
		over Expenditure for year ended	
		February 29, 1944	<u>\$3,826.11</u>
			\$3,322.25
			(Surplus) (Deficiency)
		CASH SUMMARY—YEAR ENDED FEBRUARY 29, 1944	
		Cash on Hand March 1, 1943	\$5,271.16
		Income as per Revenue Statement ..	28,077.74
		Add—Profit of Magazine	481.15
		—Staff Trust Fund Increased ..	128.61
		—Increase of liability to Locals	1,283.24
		—Accrued Interest Reduced	
		(General)	8.53
		—Suspense Reduced	4,225.47
			<u>34,204.74</u>
			\$39,475.90

May, 1944

Disbursements

As per Revenue Statement	\$	\$24,251.63	\$
Less			
—Reserve for Depreciation		261.34	
—Trust Fund Appropriations paid by Transfer of Bonds		6,000.00	
		<u>6,261.34</u>	
		17,990.29	

Add—			
Bonds increased (General)		10,000.00	
Grant Receivable		250.00	
Accounts Receivable increased		244.82	
Outstanding Fees increased		2,572.39	
Magazine Account increased		10.49	
Cash Advanced to Executive		237.25	
		<u>13,314.95</u>	
Cash on Hand February 29, 1944			31,305.24
			<u>\$8,170.66</u>

TRUST RESERVES—FEBRUARY 29, 1944

Scholarships—			
Balance February 28, 1943		\$5,212.70	\$
Add Revenue		156.38	
Appropriation		<u>1,000.00</u>	
Balance February 29, 1944			6,369.08

Circulating Libraries—			
Balance February 28, 1943		5,000.00	
Add—Revenue		150.00	
—Appropriation		<u>1,000.00</u>	
Applied on Expenses		6,150.00	
		<u>150.00</u>	
Balance February 29, 1944			6,000.00

Research—			
Balance February 28, 1943		5,157.88	
Add—Revenue		154.73	
—Appropriation		<u>1,000.00</u>	
—Grant		250.00	
		<u>6,562.61</u>	
Less Expenses		562.61	
Balance February 29, 1944			6,000.00

General—			
Balance February 28, 1943		17,286.77	
Add—Revenue		538.60	
—Appropriation		<u>3,000.00</u>	
		<u>20,825.37</u>	
Deduct Vegreville Expense		1,602.34	
Balance February 29, 1944			19,223.03

\$37,592.11

THE A.T.A. MAGAZINE
BALANCE SHEET—FEBRUARY 29, 1944

Assets			
Cash in Bank	\$ 355.29	\$	\$
Less Outstanding Cheques	13.27	342.02	
Accounts Receivable	826.49		
Less Reserve for Bad Debts	187.61	638.88	980.90
Office Equipment			83.05
			<u>\$1,063.95</u>
Liabilities			
Alberta Teachers' Association Advances	\$	\$3,177.93	\$
Less Deficit—			
Balance February 28, 1943	2,595.13		
Less profit for 1943-44	481.15		
		2,113.98	<u>1,063.95</u>

THE A.T.A. MAGAZINE
PROFIT AND LOSS STATEMENT
YEAR ENDED FEBRUARY 29, 1944

Revenue			
Advertising	\$	\$2,433.64	
Subscriptions	5,324.51		
Add One-sixth of Increase in Fees Owing	426.73	5,753.24	
		<u>\$8,186.88</u>	
Expenses			
Administration and Salaries	\$2,478.00	\$	
Printing of Magazine	3,772.59		
Commission on Advertising and Travelling	656.20		
Buttons Written Off	48.75		
Postage—Magazine	170.82		
—General	18.35		
Audit and Accounting Services	25.00		
Exchange	9.09		
Rent and Janitor	192.70		
General Expense	25.43		
Supplies	108.80		
Provision for Bad Debts	200.00	7,705.73	
Net Profit for year ended Feb. 29, 1944		<u>\$481.15</u>	



THE TEACHERS' RETIREMENT FUND ANNUAL REPORT

By A. E. Rosborough, M.A., B.Ed.

The Alberta Teachers' Retirement Fund Act has been in force now for five years, and with the close of this school year teachers will have been contributing for five years.

The par value of the assets accumulated is now over the million dollar mark. Investments last year yielded just over 4%. We now hold:

	Par Value	Book Value
Dominion Government Bonds	\$ 333,000.00	\$326,337.24
Province of Alberta	169,500.00	120,775.20
Province of Alberta (past due)	18,500.00	13,060.00
Province of Saskatchewan	113,000.00	104,344.11
City of Edmonton	272,200.00	267,181.93
City of Calgary	47,526.61	41,656.78
City of Medicine Hat	6,000.00	6,277.76
Edmonton School District	52,000.00	54,065.15
	\$1,011,726.61	\$933,698.17

In addition an order has been placed for \$80,000 of the 6th Victory Loan. This will be fully paid for by the end of June.

New pensions for those retiring at 65 have been at the rate of \$30.00 per month since January 1st, 1944, and all pensions in effect at that date were increased 20%.

One hundred and six teachers have been placed on pension since the fund was started. Nine have resumed teaching and their pensions are suspended whilst they are so employed. Thirteen of the one hundred and six are on disability allowance, and two others are on partial pension as their Alberta service was less than 20 years. Two who were on disability allowance have been cut off because of improved health; three have died; one full pensioner and two who were on disability pension.

Pension cheques now total \$2,681.16 a month, half of which is paid by the Fund and half by the Provincial Government. The total paid by the Fund to date is about \$25,000.

There are about 7 women to 3 men on the pension list, and to provide the Fund's half of the \$30.00 a month

now being paid them, requires about \$2,050 on the average for each pensioner, thus our Reserve Fund should contain about \$217,000, less the \$25,000 already paid out, or a net of about \$192,000. When contributions to the end of April are distributed it will have about \$190,000 plus whatever the retentions from teachers leaving the service will yield. This is still an uncertain quantity.

The Reserve Fund receives contributions from five sources:

- (1) One-half per cent of each teachers' salary for the first five years the teacher is a contributor.
- (2) One-half per cent of the salary list from the City, Town, Village and Consolidated School Districts.
- (3) Pensioners' own accumulated contributions.
- (4) Retentions from the contributions of teachers who leave the service.
- (5) Its share of the investment earnings.

The first of these sources has been the chief one to date, yielding about \$35,000 last year. However, as those

who were teaching when the Act was passed will have finished their five years contribution with this school year, there will be a decided drop in the revenue from this source after this school year. The permanent revenue will be around \$12,000 instead of \$35,000. To offset this drop the Annual General Meeting recommended that the Divisional School Boards be also asked to contribute one-half per cent of their teacher payrolls to the Fund.

It was further recommended that no change be made at present in the retention clause (No. 11 of the By-laws).

At the time of its passing, the present Act was not intended to be final. It was designed to meet an immediate need and to provide machinery for collection later, on which a permanent scheme could be based. It was agreed between the A.T.A. Executive and the Government that the arrangement would hold for the first five years. The time has now arrived for the re-examination of the whole situation, with a view to the establishment of an adequate and sound permanent scheme.

As a basis for this negotiation the teacher representatives on the Board of Administrators of the Retirement Fund presented the following proposals, which were endorsed by the Annual General Meeting.

1. That the retirement allowance consist of two parts
 - (a) A Service Pension
 - (b) An Annuity.
2. That the service pension for a male teacher retiring at age 65, be \$2.00 a month for each year of service, with 20 years necessary

to qualify, and 40 years the maximum to count.

3. That the service pension for a female teacher be of the actuarial equivalent of the above.
4. That the normal retirement age be 65 for both sexes, but that retirement be allowed from age 50 on for both sexes, the pension being the actuarial equivalent of the pension at age 65 which the years of service rendered would have earned.
5. That the annuity be the amount which can be purchased by the accumulated salary deductions of the teacher at the date of retirement, having regard to age and sex.
6. That the allowance, which is the sum of the service pension and annuity, be figured on a straight life basis, but that the retiring teacher have the option of taking any actuarially equivalent allowance.
7. That in the event of death with less than twenty years of service, all monies accumulated by the teacher be returned to his estate.
8. That if death occurs after twenty years of service, but before retirement, there be returned to the teacher's estate, preferably in the form of an annuity, the reserves which have been built up on the teacher's behalf, both in the Annuity Fund and in the Pension Fund.
9. That service as a teacher outside the Province count in making up the twenty year minimum period, but that only service in the Province count in determining the service pension and that at least 15 years be served in the Province before any service pension accrues.
10. That in the event of withdrawal before retirement, the accumulated salary deductions of the teacher be returned to him, preferably in the form of a paid-up

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 Solicitors for the Alberta Teachers' Association
 316 McLeod Bldg. Phone 25147
 Edmonton, Alberta

Dominion Government deferred Annuity at age 65; and that if the teacher transfers to other Alberta Government employment, the accumulation on his behalf towards the service pension be used to buy paid-up deferred Annuity at age 65.

11. That if a teacher is permanently disabled after fifteen years of service, he is entitled to a disability allowance the actuarial equivalent of the service pension his years of service would have earned at age 65, plus what annuity his own accumulated savings would buy; the total allowance to be not less than \$30.00 a month.
12. That there be an actuarial evaluation of the scheme at least every five years.
13. That the Government bear the cost of administering the scheme.
14. That the teacher's contribution be at least 4%, but not more than 5% of his salary for the purchase of an Annuity, and that the Government and School Boards jointly provide for the service pension.

Four funds are recommended to operate this scheme. One is needed to receive the teachers' salary deductions (recommended to be 4% or possibly 5% of the salary) and to provide for the annuity part of the allowance. Separate records should be kept of each teacher's contributions, though the funds would be invested in bulk.

A second fund is proposed to provide pensions for service rendered after the passing of the Act. This might be called the In-Service Pension Fund.

A third fund should be established to provide pension for service rendered prior to the passing of the Act. This might be called the Prior Service Fund.

A fourth fund which might be called the Allowance or Reserve Fund is also proposed. When the teacher retires, the amount to his credit in the

Annuity Fund, and the value of his service pension from the In-Service and Prior-Service funds should be transferred to the Allowance or Reserve Fund, and the allowance should be paid therefrom.

The Annuity Fund should be actuarially sound from its inception, as it merely contracts to pay the annuity purchasable by the accumulated savings as at date of retirement.

The In-Service and Prior-Service funds would need careful actuarial consideration. Judging from the experience of other systems, it would seem that about 4% of the salary list would care for the In-Service fund. This would be a continuous obligation, and once the rate is set, this fund should continue actuarially sound if the actuary's advice is heeded as to necessary minor adjustments from time to time. The Prior-Service fund is necessary to care for a deficit which will be established automatically with the passing of the Act. This is due to prior service of teachers on duty at the passing of the act. This deficit should be liquidated over a period of from 25 to 30 years, and an actuary would be needed to determine the necessary rate. Again, experience in other systems suggests that it will be about the same as required for the In-Service pension. When this deficit has been liquidated, this fund can be closed out and only the Annuities, In-Service and Reserve Funds continued.

The Annual General Meeting endorsed the suggestion that in setting up such a scheme the money that now stands to a teacher's credit in the present scheme, should be transferred to his credit in the Annuities Fund. What is now in the Reserve Fund

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Recreation Building
Edmonton

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26213

should be transferred to the Prior-Service Fund. Retention of teacher's contributions due to early withdrawal should be transferred to the In-Service pension fund.

It was further agreed that the matter of retentions be referred to the actuary for his advice, with the intention of reducing the amount of these retentions if possible.

In summary then, the proposals call for a salary deduction of 4% (or 5%) from each teacher's pay cheque, to provide for an Annuity; about 4% of the total salary list to provide In-Service Pensions, and for a period of about 30 years another 4% of the total salary list to provide for Prior-Service Pensions; the Service Pensions to be the joint responsibility of the Government and School Boards. A teacher would then receive an allowance made up of a Service Pension, the actuarial equivalent of \$2.00 a month for each year of service up to 40 years for a male teacher retiring at age 65, retirement being permissible from age 50 on for those with 20 or more years of service.

Now the teachers of this Province must not assume that this new scheme is going into effect immediately. It was presented to, and approved by, the Annual General Meeting. It must now be taken up with the Government by the A.T.A. Executive. It will form the basis for this negotiation. If the broad outline here proposed can be put into effect we will have one of the most advanced pension schemes to be found anywhere.

A word or two should be said about the place of the actuary in such a scheme. An actuary uses life tables which are the result of actual tabulation of vital statistics. In preparing a report for any particular group, he analyzes the data for that group and determines which set of tables seems best to represent that group. In other words, the tables used are based on the vital statistics for the particular group under consideration.

The tables used in this scheme would be based on the data collected for Alberta teachers as a group. This data may or may not correspond closely to that of neighbouring provinces.

There was some discussion at the Annual General Meeting as to whether the service pension for male and female pensioners with equal periods of service, should have the same cash value or the same dollar value per month. Actuarial tables show that for those reaching 65, women have about three years greater expectation of life than men. For this reason a Dominion Government Life Annuity of \$100 costs a man aged 65 \$1,002 and a woman \$1160.

One cannot escape such facts if the scheme is to be on an actuarial basis. The choice is between putting aside the same amount of money for a teacher for each year of service regardless of sex, and letting the sum accumulated buy what pension it will, or else definitely putting aside more money for female teachers so as to purchase the same monthly pension as is paid to the male teacher.

Since the proposal asks the Government and School Boards to furnish the service pension, it seems reasonable to ask them to put aside the same sum regardless of sex. If the same monthly pension were to be paid then the teachers will probably have to furnish the extra money, perhaps through heavier retentions under By-law 11.

The scheme is presented in the sincere belief that it is fair, reasonable, in line with the best actuarial thought to-day, and that it would go a long way towards making teaching more attractive as a life work.

Let us all get behind our Executive in their efforts to implement it.

WANTED

By ex-teacher, a small suite or housekeeping rooms for the months of July and August. Please phone or write R222034 Cpl. A. W. Thorp, M.M., No. 3 "M" Depot, R.C.A.F. Edmonton.

The LETTER BOX



SUMMER EMPLOYMENT

Dear Teacher:

In the fifth year of war the manpower situation in Canada has reached a stage where it is of vital importance that every citizen should not only be essentially employed, but also continuously so. The Dominion Minister of Labour has recently made an appeal to all teachers and students to undertake summer employment wherever at all possible, and it is in support of this appeal that I am approaching every member of the teaching profession with an urgent recommendation to undertake some form of essential employment for the summer. I am, of course, aware that some teachers are not fully trained in the profession, and that they are expected to take further courses this summer. Such action by those concerned is definitely considered to be essential employment.

There is an acute shortage of farm workers, and every teacher who has had previous experience in this field is urged to return to it for the summer months. If you have had no farm experience and are uncertain as to what sort of work you should do, it is recommended that you visit or write to the nearest Employment and Selective Service Office, stating that you are a teacher available for summer work. You will find that the local officers will be anxious to assist, will advise as to available positions in your locality or elsewhere and will be pleased to see that, where necessary, a permit to undertake specific employment during the summer holidays is provided without delay.

The Dominion Government recognizes the necessity of maintaining an adequate supply of school teachers,

and for this reason permits which are issued will be valid only for the summer holidays, so that all those who undertake this additional service will return to their regular teaching activities at the beginning of the fall term.

In this time of emergency it is of vital importance that every Canadian shall contribute in fullest measure to our overall effort, and I am convinced that the teaching profession will respond wholeheartedly to the present call, and that the additional effort which you and your associates put forth this coming summer will be an important factor towards the advancement of our common cause.

Yours sincerely,

"S. E. LOW"

Minister of Education.

VICTORY LOAN

April 6th, 1944

Dear Mr. Barnett,

I am writing you as one of the Special Names group who have played such an important part in helping to finance Canada's war effort.

Since the beginning of the war the Government has had to provide about \$12,500,000 for war purposes and for all purposes approximately \$15,500,000,000. Approximately one-half of this amount has been raised by taxes, about 35% by public borrowing, and about 15% by bank borrowing.

Our borrowing has been at steadily lower average interest rates. In 1921 the average rate of Dominion and Guaranteed debt was over 5%. In 1939 it was 3.61%, and it is now about 2.69%.

Very satisfactory progress has been made in selling Government bonds to

May, 1944

individuals. The National War Finance Committee estimates that over three million Canadians own about one-third of our war debt; about one-third is in the hands of non-individual investors, such as insurance and industrial corporations, municipal and other governmental bodies, benevolent and other associations; and about one-third is in the hands of the banks, including the Bank of Canada.

On the 24th of April the books will open for the Sixth Victory Loan with an objective of \$1,200,000,000. It is hoped that, as in the case of all previous loans, this objective will be very substantially exceeded.

I hope you will be able to provide effective leadership in this important financial operation.

Yours sincerely,

"J. L. RALSTON"

UNIVERSITY OF ALBERTA

Dear Mr. Barnett:

There seems to be some confusion in the minds of students now at high school and who are planning to enter University for the next session, as to their position with respect to National Selective Service. For their information, and that of their teachers to whom they are looking for advice, the following statement is offered:

Our understanding of the regulations at present in effect is as follows:

Any student at present attending high school who was born subsequent to May 31st, 1925, is free to apply for admission to University. Such a student should apply for admission to the Registrar, immediately, and arrange to have his high school credits sent as soon as possible after they are available.

Any student who is not in the above classification when making application for admission to University, must present letter of authority from Na-

tional Selective Service permitting him to apply.

Yours sincerely,

"A. E. OTTEWELL,"
Registrar,

March 28, 1944.

Dear Mr. Barnett:

Re: University of Alberta
Matriculation Scholarships

Further to our telephone conversation, I am attaching a memorandum containing: (a) the terms of award of these scholarships and their value, and (b) the statement concerning qualification by the first examinations in the summer, that is, the exclusion of supplemental examination results in making the award.

You will recall that you kindly agreed to make a statement in the May issue of *The A.T.A. Magazine* for the information of teachers and pupils who might be interested.

Yours sincerely,

"A. E. OTTEWELL,"
Registrar.

The University of Alberta Matriculation Scholarships

The University of Alberta has provided three matriculation scholarships which are awarded annually to three matriculating students from the high schools in Alberta other than those in the city of Edmonton, on the following terms:

The scholarships will be awarded to the three students having the highest average standing in the examinations covering the subjects for complete senior matriculation (Grade XII) as prescribed in the course of studies. To be eligible for one of these scholarships a student must have completed the grades from ten to twelve inclusive, in not more than four years and secure an average mark of at least 80 per cent in all subjects considered as the bases of award.

The A.T.A. Magazine

The scholarships provide for three years' fees in any faculty at the University of Alberta. Any student holding one of these scholarships must make at least a second class general standing in order to be eligible for the scholarship during the succeeding year.

The attention of students and teachers is directed to a ruling that supplemental examination results cannot be taken into account in awarding these scholarships. This applies to cases where examinations have been deferred because of illness or for any other reason. The awards will be made on the basis of examinations completed in the first series, commonly known as the June examinations, which, presumably, this year will be held between July 1 and July 15.

HONG KONG AFTERMATH

Dear Mr. Barnett:

I have just received from a former pupil of mine, now in the Air Force, a marked copy of *The Airman's Post* of November 12th, 1943, which contains a review of *Hong Kong Aftermath* (Wenzel Brown) by S/L S. J. Wickens. As the reviewer's comments are in line with my remarks in the March issue of *The A.T.A. Magazine*, I would ask you to kindly give space for the following quotation from the review:

"We were prepared for the horrors inflicted by the Japanese soldiers on the helpless whites at Hong Kong. . . . What we were not prepared for, was the pitiable exhibition of behaviour on the part of so many of the English-speaking civilian prisoners. Apparently, they not only lost morale, but a sense of moral values. Half the men prisoners were University graduates, and a little more than average moral stamina might have been expected, but hunger and suffering caused them to 'sell out'. We had expected the heroism of Eddie Ricken-

backer and his raft companions, and there were, indeed, many isolated acts of heroism and kindness. But for the most part these white prisoners allowed the bully and the toady to run the prison camp. Some feasted while others starved, and only one man—the writer of the book—voted against the government of the suffering community by the toughest and most unscrupulous man of the camp. The writer, himself an American, declares that the British prisoners were discriminated against in the share of rations and accommodation handed out by these racketeers, and that no American raised his voice in protest.

"The savagery of the Jap was no surprise, but the greed and dishonesty of the whites toward one another comes out of this book as a pitiful story. What a thin veneer our Christian civilization is and what an exhibition of democracy does *Hong Kong Aftermath* reveal!

Nemo.

BY-ELECTION FOR DISTRICT REPRESENTATIVE on the Executive Council FOR SOUTH EASTERN ALBERTA NOMINATIONS—

Eric C. Ansley, of Medicine Hat. Nominated by Cypress-Tilley East, Foremost and Medicine Hat (City).

Bjarne Larson, of Hanna. Nominated by Sullivan Lake.

Ballots must be mailed so as to arrive in Edmonton not later than May 20th, 1944.

Notice to Teachers . .

The Edmonton Public School Board plans to appoint its new teachers during the month of June. Teachers intending to apply for any position with this Board should submit their applications to the Superintendent not later than May 15th, 1944.

R. S. SHEPPARD,
Superintendent of Schools,
518 Civic Block,
Edmonton, Alberta



THE SCHOOL is playing a vital part

in Canada's Drive for Victory!

Pupils in our schools, under the stimulus and direction provided by teachers, have undertaken many war activities, and have made a notable contribution to our total war effort.

War Savings Stamps have provided, not only an opportunity to assist the war effort, but to develop habits of thrift and saving which are of great importance to good citizenship.

As for the practical outcome, it has been found that results are best where they are carried out with full understanding of their meaning, and upon an organized plan.

Students can readily be convinced as to the importance of saving both to themselves and to their country. On the one hand, this understanding develops self-respect and self-confidence; on the other patriotism and pride in worthwhile achievements.

Teachers who make possible this intelligent comprehension of the objective, and help their charges to form a definite plan and carry it out, are providing a real national service.

KEEP ON SELLING WAR SAVINGS STAMPS—REGULARLY

EXCERPTS FROM—

FOR THIS WE STAND

By NORMAN McLEOD, President, Ontario Secondary School Teachers' Federation

BOLD person he will be who will dispute the value of a teacher's professional organization. Surely the events of the past two or three years in particular have made that point clear. However, we must once more impress upon our members that our efficiency will depend largely upon two factors. We of the Central Executive need and earnestly request the sane enthusiasm and the unflinching loyalty of our members. In return, we shall hope to provide counsel, assistance, and at least some measure of the leadership which our members expect and so splendidly deserve. Dull would we be of wit and lacking in courage too if we failed to co-operate generously with all those who realize that our own profession and education in this province need inspiration and rejuvenation. We find neither solace nor inspiration in the incessant babble of lip-service in praise of the teaching profession. Therefore, as we enter our twenty-fifth year, we may well make known the ground upon which we stand.

We Seek a Professional Act. It is inescapably plain that our teachers, elementary and secondary, in a ratio of at least ten to one endorse the request for professional legislation already presented to the Department of Education. This Act will not be a cure-all for every ill, but we regard it as the fundamental first step to give the teaching profession some of the stability which it has lacked too long. We emphasize that the proposed Act includes three main features. First, it proposes to give teaching the official status of a profession. Secondly, it provides for automatic

membership in the appropriate unit of a teacher's professional organization. Careful provision is made to respect the wishes of those now teaching who might prefer to remain outside a professional organization. Thirdly, it provides for disciplinary measures to be taken against unethical members of the professional organization. Now that the great majority of the ballots have been returned, and in view of the fact that over ninety per cent of those returned are in favor of this legislation, it is hoped that no timid delays, frail excuses, or lack of foresight upon the part of teacher, administrator, or legislator will be permitted to postpone this much-needed reform.

We Seek a Higher Standard of Professional Ethics. The present Central Executive (and its predecessors for some time past) is not satisfied with the professional conduct of some of our members. They are a very small percentage of our whole membership, but any unprofessional action upon the part of even one teacher is all too likely to react unfavorably upon a very great many other teachers, and even upon education generally. This is not the time to discuss fully the causes of this unethical conduct, but mention may be made of some of the more deep-rooted ills.

We possess within our ranks too many who are not professionally-minded. For a long time we have been convinced that the calling of teaching is lacking in sufficient attractiveness to draw to it a large number of the very best graduates from our secondary schools and universities. We have, for years, been

securing a number of good candidates for the teaching profession, but we have also secured too many of second and third grade calibre who have aimlessly ambled into our profession. We have not succeeded in giving many of these a proper professional outlook. Even after spending a few years in active teaching, some of them lack a genuine appreciation of the fact that they have duties and responsibilities to their colleagues in their own profession.

We Always Seek Close Co-operation with the Department of Education. It was refreshing to hear the Hon. Mr. Frost, Acting Minister of Education, speaking at our Annual Dinner on December 28th last (referred to elsewhere in this issue), say, in a very acceptable speech, that the present Department of Education would welcome ideas, advice, and active assistance in shaping educational policy. We submit that there is not only opportunity but even a compelling urgency for a Department of Education-Federation committee (or committees) to discuss and plan at once concerning such things as (1) a closer integration of elementary, secondary, and post-secondary educa-

tion, (2) a complete unification of academic and vocational education, (3) educational finance, (4) curriculum including vocational guidance, (5) legislation, (6) superannuation, (7) inspection, (8) educational publicity. We herewith offer our assistance, and even the skeptical cynic may be assured that we who live and work with and for boys and girls have but one objective in mind—to provide the best for those boys and girls. This offer of close co-operation applies likewise to Boards of Education.

This is the day of the conference table. So very much depends upon a spirit of good-will and generosity; likewise, much depends on intellectual alertness and upon the necessary vigor to translate ideals into deeds. Our Federation proposes to co-operate generously with all those who have the good cause at heart.

—*The Bulletin.*

(Official Organ of the O.S.S.T.F.)

Editor's Note—A letter recently received from the Secretary of the Ontario Teachers' Council stated that the Ontario Legislature had given a third reading to a Teaching Profession Act and, although not exactly what was drafted, it will cover practically all the essential points.



The School and the Community

Excerpts of accounts written by students who were enrolled in a class on The School and the Community:

Miss Alice E. Brown,
Knob Hill, Alta.

"When considering the Community Project which is now organized in this district, I am afraid that only part of the credit can go to our School and Community course last summer. Part of it must go to a course in Democracy that I took at the same time. I found it a very condensed course, and left it with perhaps not so much knowledge as a desire to continue the study. Part of the credit must also go to a group of six or seven adults in this district who seem very alive to their political, economic, and social problems, and are not willing merely to deplore them.

First we wrote to the Department of Extension asking for suggested study courses which they offer. From this list, we have chosen to study 'Science of Government'.

We plan to meet at our respective homes in alphabetical order each Friday evening. The meetings are for the purpose of discussion. In addition to weekly assignments of reading, we have agreed to listen to 'Of Things to Come'—a Citizens' Forum, on which current problems are discussed. You may hear this program on Tuesdays from 9:00 to 9:30 p.m. from CKUA, CJCJ, or CBK."

♦ ♦ ♦

Miss Margaret Cameron,
Westlock, Alta.

"I held a very successful Christmas concert; and all the members of my district co-operated in every possible way—many deeds being done, without even the asking.

Now what I intend to do: A bazaar in aid of 'The Milk for Britain Fund' is being planned right now; and the pupils and I at Riverdale school be-

gin our sewing, fretwork, feltwork, modelling, etc., this Monday. We expect it shall take us a month before we shall be ready for the pupils' parents and members of the surrounding districts to come to aid Britain's children. All the pupils and their parents have offered their assistance in bringing materials from home.

Then a second dream seems to be going to come true. My school grounds are very bare of recreational equipment. There is absolutely nothing for the younger members to play with. The division cannot afford to help us; so we must help ourselves. How?

Well, we raffled a basket of food to raise money for the expense of our Christmas concert. We had six dollars left, after all bills were paid, so we have a goodly sum to begin with.

We are contemplating a croquinoie and chinese checker tournament in the near future to raise sufficient funds to have three swings and two teeter-totters installed on our grounds in the spring.

Our swing poles are cut and now only need to be hauled. Again my district is behind me. Chains have been decided on, instead of rope for the swings."

♦ ♦ ♦

Miss Aurelia Hahn,
Grimshaw, Alta.

"At Hallowe'en, to prevent mischief downtown, the Women's Institute assisted in supplying treats for the party held in the local hall. Costume prizes, games, and eats made it enjoyable.

On Armistice, despite the fact that their parents refused to close the places of business, the school pupils attended the Memorial Service held in the Anglican Church. Afterwards the Intermediate room entertained the Primary grades at a concert for Remembrance.

Each Wednesday after school, a folk dancing class is held, one teacher playing, the other instructing. A short display of this work was given during the Christmas concert.

Propaganda for the school library has resulted in some \$75 worth of new books.

A necessity for noon-hour supervision led to teacher and pupils together (16 in all), bringing towels so as to be able to wash before eating, sitting in one big circle of desks for 20 minutes (by the clock), meanwhile disposing of lunch and playing games, telling stories, or merely conversing. A single bottle of milk in the teacher's lunch had increased to 16 of milk or cocoa at the end of the first week. Heated food is impossible—only a furnace, no electricity, not enough ambition to use the alcohol lamps from the lab., and gas stoves banned by the insurance regulations!

A small monthly paper, 'The Bugle Call', is edited by the pupils (Grades 5 to 9) and is published by the 'Record-Gazette', which serves the whole North Peace River area. The students strive to make it worthy of this circulation.

The school grounds are well planted, but we plan an intensive continued weeding campaign during the spring and summer to assist in the present caretaker shortage."

◆ ◆ ◆

Mr. John F. Koziak,
Star, Alta.

"Plans are well under way for the establishing of a community library, which I am sure will be a tremendous success. Also in the near future a night class will be organized for adult education at the request of the community. As soon as these are organized I shall let you know of the proceedings and success."

◆ ◆ ◆

Miss Wilma Muir,
R.R. 2, Fort Saskatchewan, Alta.

"Most of the work has been in the developing of an interest in the chil-

dren—interest in problems and situations, which, although they felt they were too young to do anything about, were vital to everyone. I'm referring to problems such as rationing, spirit of hoarding, etc., and how to deal with them. I see the definite dislike which the children had for any problem solving whatsoever gradually changing into enjoyment of the challenge problems bring.

These last few weeks, I've been able to get into the community a little more and I'm beginning to see more clearly the needs. A weekly Community-recreation-night at school would be tremendously worthwhile. The school is very well equipped with tumbling apparatus, table-tennis, regulation size hockey rink with full hockey equipment, and other things. But none of it is being used, and young people are going to other districts for enjoyment, while young married folk sit at home complaining about the lack of recreation. I'm sure that through the effort of my principal and myself, a new recreation centre could be begun.

I'm also looking forward to helping organize a P.T.A. during the next few weeks. There is some great potential leadership among the parents here. It needs only to be geared into action."

◆ ◆ ◆

Miss Gladys F. Zajic,
Heath, Alta.

"Before the winter is over I hope to report a successful community project. The idea has never before been suggested in this district, so making the people conscious of the idea requires some time."

◆ ◆ ◆

Miss Mary Osypchuk,
R.R. 1, Box 54, Stony Plain, Alta.

"We are having hot drinks for our school lunches. This spring I intend to organize a project to beautify the school grounds."

The A.T.A. Magazine

Why Study Modern Languages?

By DR. FRANCIS OWEN

Department of Modern Languages,
University of Alberta

OF ALL the nations in the Western Hemisphere, Canada and the United States have in the past been the least language conscious. In spite of the fact that theoretically Canada is a dual language country, there has been on the part of High School and University students a very languid interest in the study and mastery of the French language, and still less interest in other modern languages.

The day of nationalistic isolation is gone, and any nation persisting in an isolationist policy after the present war will do so to its own disadvantage. But an international outlook makes many demands, demands which the present generation of students will not be able to meet unless there is a change in attitude. Rehabilitation schemes, foreign markets, working together to secure and maintain peace among the nations mean an understanding of the economic problems and the cultures of other peoples, and there is no satisfactory way of attaining this understanding except through a knowledge of foreign languages. The present status of the knowledge of foreign languages is woefully inadequate to the need.

There are many reasons why foreign languages should be studied. In all advanced commercial and scientific activities a knowledge of at least one or more foreign languages is, I would say, absolutely essential. The beginner does not always realize this until it is too late, and we consequently find at all post-graduate institutions classes being given in elementary French and German for

graduate students who should be devoting their time to other subjects.

The cultural reasons for the study of foreign languages are obvious. Not all the great works in art, literature and music have been or will be the product of English speaking peoples. A knowledge of the culture of other peoples is not only a source of personal enjoyment, but also necessary for the proper appreciation of peoples speaking other languages. Lack of this appreciation and consequent misunderstanding produces friction and a narrow nationalistic outlook which in turn are the cause of wars.

In the past the main emphasis in Canada has been laid on French, which is right and proper in a country such as Canada. In second place has been German because of its literary and scientific importance. But the restriction to these two languages in our foreign language studies will in the future not be sufficient. If we are to develop, as planned, much more extensive relations with the Republics of South America there will be an insistent need for a more widespread knowledge of Spanish and Portuguese. It is obvious that the Russian language is going to be of tremendous importance in the post-war world. The future importance of Chinese in the Far East is equally obvious. At the present time there are very few in Canada whose native language is English or French who have a working knowledge of Spanish, Russian or Chinese. Are we going to do anything to remedy this state of affairs?

Of course, I do not mean that every student in an institution of

higher learning should be expected to master all these languages. That would be quite impossible in the great majority of cases. But at the present time facilities for the study of either Russian or Chinese are not even available in the great majority of Canadian Universities, and the status of Spanish is not much better.

In the case of the two languages which are studied, French and German, eighty-five percent of the students are taking instruction because they have to, not because they have any interest in the subject. After they have satisfied the requirements they proceed to forget all about it, and in a few years time can scarcely even read a line of either language. This is surely a waste of time. Even fifteen minutes a day would do wonders in retaining and adding to what has already been learned. The class attitude is quite plainly: what good is this going to do me? Let's get it

over with and get on to something more important. Yet at the same time our students think that from their ranks will come the future leaders of the country. They have been told so often enough. Perhaps this universal ignorance of other peoples and the universal disinclination to learn anything about other peoples is one of the reasons why we have been so poorly led in the past.

A word about the teaching of foreign languages, and here it is necessary to be objective and take into consideration the conditions as they exist in this province, for example. It would be ideal if all students coming to the University had a good speaking and reading knowledge of at least one foreign language. We know this is not the case. Lack of interest in Modern Languages in the schools, not enough properly trained teachers, overloaded programs of teaching and of study,

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large classes, lack of time and lack of facilities as well as lack of interest on the part of the pupils—all have played their part in bringing about the existing situation. Then some of these graduates of the High Schools come to the University, are required to study a language for one or two years, three periods a week for less than seven months in classes that are usually twice too large for effective teaching, and critics wonder why they can't speak the foreign language and often can't even read it with any degree of ease. Figure out how much time is actually devoted to the language in an academic year, and you have the answer to the unsatisfactory results. Learning a foreign language costs "blood, sweat and tears," and there never will be any other way of acquiring that knowledge in spite of all the fads and painless methods which have been at times advocated.

Of course, the main function of the University should be to teach the literature and culture of the people speaking what is to us a foreign language. Instead of doing that we spend most of our time teaching the elements of the language as a basis for the foreign language instruction. It is clear that the situation is impossible. The remedy? The remedy is going to cost money. Are those who pay the taxes going to be willing to provide the money, and after providing the money are they going to be willing to wait ten years to see the results?

It would not be particularly difficult to provide well-trained teachers for the secondary schools, but it might cost a little money in scholarships for travelling in order to complete the language training. But when the teachers are qualified to teach modern languages they should not be set to work teaching mathematics and general science, as is now too often the case, and they should be paid enough to encourage them to stay at the job. Then, if the pupils were

officially encouraged to study modern languages, we might in time recover from the abysmal parochialism from which we suffer.

In my opinion, it is along these lines that we need reform. In these days, however, there is a mania for new methods. There are as many different methods as there are teachers, and it should be results that count. One often hears students say: "I simply can't learn a language." That is nonsense. Everyone has learned at least one language, and if one has learned one language one can learn two—if the need is evident, if the desire is present, and if the necessary time and energy is devoted to the subject.

One can travel all over Europe with a knowledge of English, French and German. I have asked directions from a policeman in somewhat halting Danish in Copenhagen, and have been answered in good English. I have found French quite useful while travelling on Turkish railways, and I have managed to get around in Russia with English and German. European students who are studying English make a habit of practicing what they have learned on every English speaking person they meet, and sometimes it is rather annoying, especially when you want to learn their language. What a contrast! Here one almost has to pry students' mouths open to get them to venture a few words in a foreign language. It's no wonder they don't learn a foreign language.

In conclusion, although I have perhaps emphasized the purely practical aspect throughout, I would like to add that the main reason for learning one or more foreign languages should be the personal satisfaction it gives to be able to read the thoughts of other people in their own language and to find therein an antidote to parochialism and a narrow nationalistic outlook.

—The Gateway.



W. TOMYN, M.L.A.

Recently appointed member of the Social Credit Board. Mr. Tomyne was teaching at Willingdon at the time of his appointment.

SCHOLARSHIPS AVAILABLE TO HIGH SCHOOL STUDENTS

The Department of Extension of the University of Alberta has announced the terms of scholarship awards in the Theatre, Art, and Handicraft Divisions of the Banff School of Fine Arts. In the Theatre Division, three scholarships are available to Alberta high school students, on the basis of dramatic work done in the school and community. In the Art Division three scholarships are offered, open to persons over sixteen years of age, on the basis of a picture submitted to the Provincial Institute of Technology and Art, Calgary. In the Handicraft Division two scholarships will be awarded, based on the highest number of points received for a piece of original work in weaving or needle work.

Announcement has been made also of the First Alberta Writers' Conference, a part of the University's Folklore and Local History Project. This Conference is to be held in Banff from August 14th to 19th. Arrangements are being made to assist a minimum of ten Alberta writers to attend the Conference by paying a part of their expenses, on the understanding that they will collaborate



Flying Officer Robert E. "Bob" Harman is home on leave from Europe after being injured in an operational flight in December last. He was first in his class at Brandon Service Flying School and awarded a commission in 1941, went overseas in 1942. Prior to his enlistment, F. O. Harman taught in Vermilion Division at Dewberry. He is the son of Gordon G. Harman, Principal of Westmount School, Edmonton and Past-President of the A.T.A. Another son of Mr. and Mrs. Harman is F. O. Charles Harman instructing at an Alberta Flying school.

with the University in the Folklore and Local History Project in their own districts on their return to their homes.

Closing Date Extended for Summer School Registration

Although May 13th was originally set as the final date for acceptance of Summer School registration, the Faculty advises that registration will be accepted any time until July 17th subject only to certain restrictions regarding the amount of work being taken or examinations for those seeking University credits. All teachers interested not attending may still submit applications.

INDUSTRIAL ARTS

Edited by Lloyd N. Elliott, Calgary

"SHOP DISPLAYS—PRO AND CON"

By F. Betton, Cluny; F. Wasnea, Mundare; N. W. Svekla, Willingdon.

Before discussing the merits or vices of shop displays, we must consider the motive or purpose which must justify their execution. The first type may be intended to impress the public of the teacher's merits as an instructor. Little need be said of such, as they may be dismissed as lacking any value. Another type may serve "to sell" the courses in the shop to the school board and ratepayers. Justification in this instance may be advanced when the shop is first established and its possibilities are not fully comprehended. However, such should be a pioneer to be replaced as soon as it has served its purpose.

Displays may serve to stimulate interest among the pupils by leading them to realize that their work is of some value through commendable remarks from those examining the articles and perhaps from just criticism. The last, and perhaps the most desirable, is that which aims to develop in the pupil qualities of good citizenship such as class spirit, co-operation, pride in accomplishment, and a desire towards improvement.

To attain these purposes several methods of carrying on a display deserve some consideration. An individual's projects may be placed on exhibition as a group to indicate the progress he has made throughout the term in his shop activities. All articles from first to last, good or bad, should be included and labelled with the pupil's name. In such a case, no hint of comparison between his work and that of others will be made. Competition will thus be eliminated and adverse criticism impossible.

Groups of the same articles, such as mallets, may be displayed together in a second kind. Though everybody's work must be included, no names will be attached. This type would tend to create some degree of competition or rather a desire on the part of those producing poor or moderately good articles to attempt some improvement, and to learn much from others without embarrassment of having the defects of their work drawn to their attention.

A third type, with favorable features associated with it, displays all articles produced en masse. The reputation of the class or school is in this case at stake. Such a display would lead to team-work, and a common aim for all working in co-operation. No member of the class could feel any sense of subordination through the remarks of others examining the work.

The place in which the display is to be held will have a noticeable influence upon its effectiveness. Window displays may serve the purpose to a limited degree, though the idea of separating the observers from the workmanship may reduce the effectiveness. Having the articles arranged in a room where a closer observation can be made is a superior arrangement. Perhaps the most preferred type is that carried on in the shop during actual operation. Those interested may not only examine the completed projects but also the technique and working habits of the pupils. When the whole organization is laid open in this manner, there can be no suspicion of dishonesty in the display.

With both purpose and method in mind, we are in a position to discuss the "pros" and "cons" of shop displays. Though many insignificant arguments have been offered against

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displays, by those who wished to avoid the extra work connected with them, some logical points can be taken into consideration on the negative side:

1. By being held in the same place and under the same conditions, they have lost their novelty and attraction.
2. Exhibits rarely represent the average accomplishments of work done, but rather of a selected few.
3. The less talented worker is discouraged by the prospect of a display, especially if competition is a feature.
4. When work has been kept for some time for the purpose of exhibition, the pupils have no further interest in it. Future interest may thus be destroyed.
5. The public lack the ability to appreciate the work requiring most exacting application, but notice the more brilliant and showy articles.
6. The choice of work may be influenced by the prospect of a display rather than from the standpoint of usefulness.
7. Those not able to spend large sums of money on materials are

placed at a disadvantage.

8. Some articles may be lost or damaged, to the great disappointment of the owners.

To offset these, many advantages may be gained by exhibits:

1. Parents and pupils accustomed to displays would be disappointed if they should be discontinued.
2. The contemplation on the part of both teacher and pupils will supply a definite objective and lead them to produce more and better work.
3. New students are attracted to shop courses through observing articles which they themselves would wish to make.
4. School Boards, taxpayers, and principals of schools, have an opportunity of seeing how their money is spent.
5. The display itself affords an opportunity for training in the spacing and arrangement of projects, poster making and lettering—a valuable part of shop work.

In conclusion, the decision as to whether or not to have a display will be determined by the circumstances under which it is to be held, the teacher's and the students' attitude towards having a display, and most important of all, the purpose which it is hoped will be served by carrying out a display.

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Official Bulletin, Department of Education

No. 78

THE 1944 SUMMER SCHOOLS

In the Department's February Bulletin the attention of teachers and superintendents was directed to a new arrangement under which the Department has transferred to the Faculty of Education of the University all of its summer-school courses except those in General Shop and Shop Subjects, and certain "refresher" courses for teachers who have returned to the profession during the war-emergency teacher shortage. It is now possible to offer explicit directions regarding the professional service available to Alberta teachers at the 1944 Summer Schools.

Two Summer Schools

1. There will be two summer schools: one at the University of Alberta, and one at the Western Canada High School, Calgary. Despite a statement to the contrary in the February Official Bulletin, there will be no Departmental Summer School at Edmonton. "Refresher courses" will therefore be offered only at Calgary. Courses in General Shop and Shop Subjects will be offered at Calgary.

The Faculty of Education Summer School

2. Teachers holding a Second Class Certificate who also hold a high-school diploma, and teachers holding an Elementary and Intermediate School, or higher, Certificate, may enrol at the Faculty of Education Summer School, and on successful attainment, be granted credits towards permanent or special certificates. If their standing is satisfactory to the Faculty of Education, they will also qualify for university credits towards the B. Ed. degree.
 3. The teachers mentioned in the preceding section who hold a high-school diploma will be admitted even though they lack credits in as many as three matriculation subjects of Grade XII. Courses in such subjects will be offered in the Faculty of Education Summer School.
 4. Teachers holding a Second Class Certificate without full Grade XII standing may enrol for two courses in the matriculation subjects of Grade XII. If one such course will clear diploma requirements, one other course may be taken for university credit.
 5. Full particulars regarding the Faculty of Education Summer School will be found in the University Summer Session Announcement, to be had from the Registrar of the University.
- #### Teachers with War-Emergency Certificates
6. Teachers who have qualified for a War-Emergency Certificate may attend the 1944 Summer Session of the University of Alberta, where they must enrol for the following programme:
 - (a) Educ. 204. Activity Programme: Divisions I and II
or
Educ. 304. Activity Programme: Division III.
and
 - (b) One other approved course in a professional subject (9 hours per week).Upon successful completion of the

above programme, the trainees will be granted an Interim Elementary and Intermediate School Certificate, which will be made permanent after a second attendance at Summer School, and after the following requirements have been satisfied:

- (a) Two years' teaching experience in Alberta schools.
- (b) A recommendation from an Inspector of Schools.

Courses for Special Certificates

The new arrangement for this year had made it necessary to limit the offering of courses leading to special certificates.

Courses will be offered at the Faculty of Education that carry both university credit and credits towards special certificates in Physical Education, Home Economics, Music and the Kindergarten-Primary Certificate. The course in "Curriculum and Teaching Procedures," required for the Senior Certificate in Commercial Subjects, will also be offered at the Faculty of Education, but no other courses in commercial subjects will be offered there.

Courses leading to special certificates in General Shop and Shop Subjects will be offered again this year at the Department's Summer School in the Western Canada High School, Calgary.

The following are specific directions relating to courses available this year at the Faculty of Education Summer School that lead to **Special Certificates**:

Re Music: Teachers may qualify for the Junior Certificate in Education 234 (334); and for the Senior Certificate in Education 434. Candidates for the Junior Certificate must pass a special test in Music Theory, to be given at the beginning of the session.

Re Physical Education: Teachers may qualify for the Junior Certificate and for the Senior Certificate in Education 202 or 302. Those who already

hold some of the Departmental summer-school credits required for either of these certificates may secure **three** additional credits for a two-hour course.

Re Kindergarten-Primary Certificate: Teachers who hold five or more of the Departmental summer-school credits required for this certificate may secure additional credits at the rate of **three** for each of the following courses: Education 272 (572); Education 221 and 223; Education 232 or 332; Education 234 (334).

Home Economics: Teachers may qualify for the Junior or the Senior Certificate in the courses listed on pages 25 and 26 of the University Summer Session Announcement.

Commercial Subjects: Only one course leading to special certificates will be offered this year at the Faculty of Education Summer School; namely, "Curriculum and Teaching Procedures"—Education 405.

A tuition course in Typewriting will be offered by the Department of Education at Edmonton if there is a sufficient demand for it; and similarly, tuition courses in Typewriting and Bookkeeping will be offered in the Department's Summer School at Calgary, if the demand so warrants. It should be understood that such courses will be purely for the purpose of tuition, and will carry no credits of any kind.

The Department will, however, arrange to give tests in Typewriting I and II, Stenography I and II, Bookkeeping I and II, and other subjects required for the Junior or Senior Certificate; these tests to be of the same kind as given in previous years at the Department Summer Schools in Edmonton and Calgary. Candidates may prepare themselves for these tests through courses at a business college, private instruction, or such tuition courses as may be offered by the Department.

Outlines for these courses are to be found on pages 17-24 of the De-

partment's Summer School Announcement for 1943. Copies of this announcement may be had on request from the office of the Supervisor of Schools.

General Shop and Shop Subjects: Teachers may qualify for the Junior or Senior Certificate through attendance at the Department's Summer School in Calgary, in the same manner as in previous years.

THE DEPARTMENTAL SUMMER SCHOOL AT CALGARY

At the Western Canada High School, Calgary, the Department will offer the following summer-school courses:

(i) A "Refresher Course" for teachers who have returned to the profession during the war-emergency teacher shortage. This course, **offered only at Calgary**, will be a special programme of normal-school instruction, designed particularly for teachers who have been out of touch with the Alberta programme of studies for elementary and intermediate grades during the past seven or eight years. It will cover all the important phases of the programme of studies, including enterprise activities, basic skills, music and art. In so far as possible, the course will be adapted to the special needs of individual teachers.

Credits: The course will carry no credits; neither university credit, nor credits towards a permanent or special certificate.

Teachers who desire to take courses carrying credits must enrol in the Faculty of Education Summer School at Edmonton.

Term: The course will begin on Monday, July 17, and end on Friday, August 18.

Fee: A tuition fee of \$20.00 will be charged.

Classes: Classes will meet twice a day: in the morning at 9:00 a.m., and in the afternoon at 1:30 p.m. The schedule of instruction will be similar to that in regular normal-school classes.

Staff: The staff will consist of normal-school instructors, and such assistants as may be required.

(ii) Courses in General Shop and Shop Subjects.

These courses will be similar to those of the same designation given last year at the Western Canada High School, Calgary. The regulations governing fees, class hours, standards of achievement, credits towards special certificates, and other such matters relating to these courses will remain the same as for last year, and may therefore be found in the Department's Summer School Announcement for 1943, copies of which may be had on request from the office of the Supervisor of Schools.

(iii) Tuition courses in Typewriting and Bookkeeping will be offered at Calgary if the demand warrants. It will not be permissible for a teacher taking the "refresher course" to take more than one of these courses, since the "refresher course" will occupy the greater part of each day's instruction time. The tuition fee for either of these tuition courses will be \$11.00, with a maximum of \$25.00 for a programme occupying the full day's instruction time.

N.B.—Applications for enrolment in the Refresher Course or in the courses in General Shop and Shop Subjects, and requests for tuition courses in Typewriting and Bookkeeping, should be sent before June 1st to the office of the Supervisor of Schools, Department of Education, Edmonton.

COURSE IN TYPEWRITING AT EDMONTON

A tuition course in Typewriting will not be offered at Edmonton this year unless there is a sufficient demand for it. With the transfer of all the Department's summer-school courses to the Faculty of Education, there will be difficulty in fitting a programme of instruction in this subject to the time-schedule of the Faculty of Education courses.

In any case, this course carries no university credit. It is merely a preparatory course for teachers who desire to take the Departmental tests described above under the section dealing with Special Certificates in Commercial Subjects.

Teachers who desire this course should notify the office of the Supervisor of Schools before June 1st.

RE ATTENDANCE DURING DEPARTMENTAL EXAMINATIONS

The names of pupils who, because they are not writing on the Departmental examinations, are excused

from attendance at school during the period of such examinations should be entered in the registers as if they had been present for all the days of the examination period.

CORRECTION IN PROGRAMME OF STUDIES FOR INTERMEDIATE GRADES

On page 10 of this programme (1941 edition), the required number of periods per week for General Shop in Grade IX is stated to be "2-4"; that is, 2, 3 or 4. This statement is incorrect. The required number of periods per week is four (4).

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The MATH-SCI Corner

DR. A. J. COOK,
University of Alberta

J. T. CUYLER, B.A.,
Medicine Hat

Teachers are requested to forward questions on mathematics to Dr. A. J. Cook, University of Alberta, and to send questions pertaining to science to J. T. Cuyler, Alexandra High School, Medicine Hat. Other contributions to the column will be welcome. These may concern any stage of the school programme in mathematics and science—Elementary, Intermediate and High School. Send them to the editors as noted above.

MATHEMATICS CORRESPONDENCE

Letters have been received from the following

(1) J. G. Tarangul, Leduc.

It is a commonly known fact that the curriculum should be adapted to the needs, interests, and abilities of a group. Can you either suggest a technique or refer to articles in books and magazines which would help in ascertaining the needs, interests and abilities of a Grade Ten mathematics class in the teaching of "Equations and Problems" outlined on pages 57 and 58 of the High School Regulations?



This is a "tall order", and the topic is a particularly good one for adaptation to "needs, interests and abilities". We were able to assist Mr. Tarangul, but the topic is worthy of further exchange of ideas. Contributors and Curriculum Revision Committee please note!

(2) R. Olson, Camrose.

Geometry for Today, p. 5 ex. 4 (c).

The use of the word "incorrect" is an over-statement and should read "not necessarily correct". The same applies to other items of this sort.

(3) W. L. Irvine, Vulcan.

Trigonometry and Analytical Geometry, Art. 39. Mr. Irvine suggests that ex. 1 (a) and (c) be changed to show the equations

$$3x - y - 6 = 0$$

and

$$4x - 3y = 24.$$

This avoids the more difficult diagram indicated in the text on p. 58 for the line of negative slope. The present (a) and (c) could then form another question, more difficult in the diagram interpretation. Also note misprint in line 1 of Art. 39.

MATHEMATICAL THINKING

By Mrs. A. L. Morrison, Misses E. M. Kennedy and G. Redd, Messrs. G. F. Dalsin, L. Russell, A. Shaw and V. R. Nyberg.

The following notes, necessarily brief, are based on short papers written for class discussion by the students of Mathematics 61. Undefined words, defined words, improved propositions (assumptions) and proved propositions, these together with the propositional form "If A, then B", are key notions in mathematics. These may be seen in action in any field of mental activity. The fields selected below are a few of many other possible spheres such as the arts, war, hobbies, industry, law, business practice, medical practice, etc.

It is hoped that teachers will use these notes for class discussion. It is suggested for instance, that the statements be searched for undefined words, defined words, and propositions, proved and unproved.

(1) In everyday life.

(a) Mathematical training should teach people to look for the subtler

meanings in what they hear and read, i.e., the tacit assumptions and the undefined terms, which, unless analysed, may lead to false conclusions. Consider the quotation "Under socialized control, banking operations would be carried on for the most part precisely as they are today". (Part of a longer sentence, *Canadian Forum*, February, 1944). The reader may easily slide over the phrase, "for the most part", but what did the writer have in mind when he wrote it? Did he use it for any special reason, and if so, what? Then again, is the reader's conception of "socialized control" that of the writer's, or does the reader just assume that it is?

(b) To what extent does "if, then" thinking enter into what is called "proof" in every day affairs? A common assumption is the following, "If it works, then it is true". Such an assumption has its dangers. How do we know when it works and when it doesn't? Thus the familiar appeal to the moon for an impending change in weather may "work", but how often? The danger of such thinking is that of inference from insufficient data, a feeling that the event will be repeated when it may not be.* An air victory like the sinking of the "Prince of Wales" suggested to some people that the battleship was proven to be helpless in modern war, and hence obsolete. But later events showed clearly that such was not the case.

The patient learning to avoid false inference is not easy, for in personal and social situations the data are not often sufficient. But a variety of checks can and should be made; the use of checks in mathematical think-

ing has its counterpart in everyday thought.

(2) In Athletics.

Mathematical thinking is an inherent factor in most of organized athletics. The quarterback on the football grid analyses the situation confronting him. He makes certain assumptions concerning the strength of the opposing team. These determine for him the plan of attack he will use. Similarly the opposing team plans its defense. On the baseball diamond, the pitcher, in his "box", studies the opposing batter. If he knows the batter to possess a certain batting weakness he will pitch accordingly. The coach of the batting team, standing behind third base, decides how his batters and base-runners will play, his decisions being dependent on his assumptions concerning the type of pitching and the playing habits of the fielders. The defenceman on the hockey rink assumes that an onrushing forward will make a certain move—and acts accordingly. The puck-carrier similarly thinks "if—then" and plans his attack. The goalkeeper is also doing his share of propositional thinking, trying to decide just how he should defend his goal.

The team with the greater number of correct "if—then" decisions has at least one advantage over its opponents.

(3) In Science.

When the scientist forms a hypothesis, he then employs a combination of experiments and inference to judge the hypothesis. The hypothesis itself will rest on other assumptions. Once the hypothesis is validated, he will expect to make inferences and generalizations from it, and will hope to apply it in various directions.

***Editor's Note:** A recent issue of *Nature* contains an article by an eminent British geologist who points out that much of geological inference in relation to sedimentation has been weak because it has lacked proper bases. He states that the recently invented statistical (sampling) techniques must be applied in such work.

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Consider Newton's method of proving the earth to be oblate. His laws of motion and the law of gravitation had been formulated. Assuming these, he made the hypothesis that the earth was oblate, i.e., flattened towards the poles.

It was shown that if the earth were not rotating it would be spherical. He then assumed the rotation of the earth and proceeded to discuss the effect of its rotation on its shape. Unable to bring the world into the laboratory he represented his experiment thus. He imagined a tube, filled with water, extending from the surface at the equator to the centre of the earth and thence to the surface at the pole. He reasoned that (1) since "the centrifugal acceleration of the water in the branch of the tube from the center to the equator would partially counteract the attraction toward the center on each unit mass, the effect depending upon the distance of the mass from the center", and (2) since "there would be no centrifugal acceleration of the water in the branch of the tube extending to the pole"; *therefore* the equatorial tube must be longer. This is necessary because the pressure in the two tubes must balance in order that the system be in equilibrium.

Having considered all the varying factors of this problem he stated his result which turned out to be in close agreement with direct measurements made half a century later.

***Astronomy** F. R. Moulton (MacMillan, 1935, pp. 86-7).

(To Be Continued)

SCIENCE AND SOCIAL STUDIES TEACHERS: ATTENTION!

This article by Prof. Carlson, the new President of the American Association for the Advancement of Science, quoted from a recent number of the *Science News Letter* sets forth in a pungent way the relative spheres of Social Studies and Science so well that we have secured, from the editor of the *Science News Letter*, permis-

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sion to publish it in full. We think it is worth reading and re-reading.

—J. T. C. (Associate Editor)

Science Future Bright

Despite man's global violence today, at no time in human history have the prospects of science, in the sense of increasing understanding and potential service to man, been brighter than they are for to-morrow. But if we expect man to adjust rationally and speedily to the new phase of our environment created by science, we must begin to give, through education, health, freedom and justice, as much attention to man as we are now giving to chemistry, physics and the gadgets of engineering.

Provided the incoming peace is worthy of that name and does not engender greater injustice, violence and misery than are inherent in war itself, science can render even greater service in the regeneration of civilization than it is now giving to the war effort. But this calls for even greater persistence, perspicacity and patience on the part of all workers in science than has been displayed by us in the past.

We must raze the ivory tower, endeavor to render all our new knowledge understood by all the people, and show by our actions that the men of science at least are largely guided by verified facts and reasons.

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Yvonne Poirier

The Banff School of Oral French

DE tout temps, mais surtout depuis la guerre, il s'est créé dans les pays anglo-saxons l'idée fixe que le français est purement une langue artistique, esthétique, élevée, dont le but est d'exprimer les plus hauts sentiments du coeur et de l'âme. Cette langue par ses sublimes qualités lyriques et phonétiques n'aurait qu'un but idéalisé: servir d'instrument aux poètes ou aux penseurs! Tout cela est vrai, Dieu merci, le français est une langue intellectuelle par excellence, mais c'est aussi une langue claire, précise, à la portée de toutes les conditions et de toutes les intelligences. Tout le monde sait, par exemple, que La Fontaine est à la fois poète des enfants qui apprennent à lire, et l'écrivain qui, avec Molière, a le plus enrichi la langue du XVII^e siècle; les plus grands esprits l'étudient avec profit. Il fait partie de tous les programmes, depuis l'école enfantine jusqu'aux programmes de l'université.

Donc, si le français est la langue des poètes et des savants, il est aussi la langue de tout cerveau humain capable de penser, et s'adapte parfaitement à tous les aspects de notre vie moderne—agriculture, commerce, industrie, armée, marine, communications, radio, mécanique et que sais-je encore!

Aussi, nous, les "teachers" de français, nous sommes encore à nous demander par quelle déformation de la réalité, tant de gens aujourd'hui croient dur comme fer que les seules langues commerciales pratiques sont l'anglais et l'espagnol. Par-dessus le marché ces mêmes personnes vous affirment que l'allemand est une langue scientifique, au détriment de

toutes les autres. On oublie tout d'abord, par une ignorance difficile à concevoir, que la langue française contient les racines de tous les mots scientifiques, comme d'ailleurs la presque totalité des mots appliqués aux sciences pratiques, à l'agriculture ou à l'industrie. Pour vous en convaincre, lisez donc n'importe quel manuel technique, y compris la médecine et la pharmacie, et vous verrez combien tout cela est simple.

Tout ceci m'amène à cette pénible réalité: le français souffre terriblement et injustement aux Etats-Unis en ce moment, dans l'enseignement secondaire surtout, sous le fallacieux prétexte qu'il n'est pas une langue commerciale. Nos écoles, à une époque où personne ne songeait à l'Amérique Latine, ont toujours parlé du français emphatiquement comme la langue des nobles idées et des pensées, ce qui est très juste. Mais il est arrivé que l'Américain moyen et les "teachers" de français eux-mêmes, ont conservé cette impression que le français est uniquement une langue de culture. Cela a fort bien marché jusqu'ici, lorsque nos programmes ne présentaient la langue que sous la forme la plus élevée. Mais nous voici arrivé à un moment critique où il faut présenter le sujet sous un autre angle. C'est notre urgent devoir d'enseigner la langue sous son côté pratique, international, utilitaire, sans quoi nous allons perdre jusqu'aux plus fidèles de nos élèves. Autrement dit, et pour employer l'expression des Américains si à la mode, nous sommes en train d'essayer "de leur vendre un article dont ils n'ont pas besoin, un article qui a eu sa vogue, mais qu'ils ne veulent plus," au moins pour le temps présent.

Bien des Français vont protester et dire que nous n'avons pas le droit

d'abaisser ainsi une langue artistique au rang d'un idiome commercial. Mais quelle langue donc emploient nos ingénieurs, nos industriels, nos commerçants, nos colons? Certains intellectuels diront: "Mais que va devenir le jeune Américain qui sera un jour ambassadeur, plénipotentiaire ou littérateur?" A cela je répondrai tout d'abord que le jeune homme qui veut suivre ces carrières trouvera bien des occasions dans nos collèges et universités de suivre un programme basé sur l'étude de la culture classique. Je répondrai ensuite que si nous comptons sur les futurs diplomates pour nos leçons du "9th" ou du "10th" grade, non seulement à New-York, mais à travers tout cet immense continent, nous risquons fort de frapper dans le vide. Combien de nos élèves sont de futurs ambassadeurs?

La vogue actuelle de l'espagnol est basée en partie sur l'espoir de faire des affaires, du "business" avec l'Amérique du Sud, y compris le Brésil où l'on parle portugais. Pendant la période de crise que nous traversons, si nous parlons trop haut de culture à l'enfant de l'épicier, du "policeman" et même du "droguiste" il nous répondra: "What am I going to do with that?" Ce sont les événements, malgré tout, qui dictent les conditions d'existence. La guerre nous a soumis à toutes sortes de restrictions que nous acceptons sans murmure. La guerre a créé un esprit nouveau, des industries nouvelles, une façon de vivre nouvelle. Aussi il serait fatal pour nous que enseignons le français de vouloir continuer à le faire sur le modèle du temps de paix. Les Allemands n'ont-ils essayé de maintenir l'enseignement de leur langue en s'appuyant sur leur culture, avec un K majuscule? Et où en est l'allemand aujourd'hui?

Nous devons changer notre système d'enseignement, si ce n'est que momentanément, ou faire face à un désastre. Présentons nos sujets d'une

façon différente, dirigeons nos lectures en vue d'un vocabulaire immédiatement utilisable. Pour un peu, laissons de côté la pure littérature, nous y reviendrons en temps utile. Ne voyons-nous pas aujourd'hui le monsieur qui fondait des bronzes d'art en train de fondre des cylindres pour les avions et autres? Demandons à nos élèves, après une préparation préalable, d'écrire par exemple une lettre aux Forges du Creusot pour proposer moteurs fabriqués en Amérique; ou bien encore un plan de reconstruction pour Beauvais, Orléans ou Tours. Les sujets choisis en vue des relations commerciales entre les Etats-Unis et l'empire français après la guerre ne manquent pas. Ils sont aussi variés et universels que la guerre elle-même.

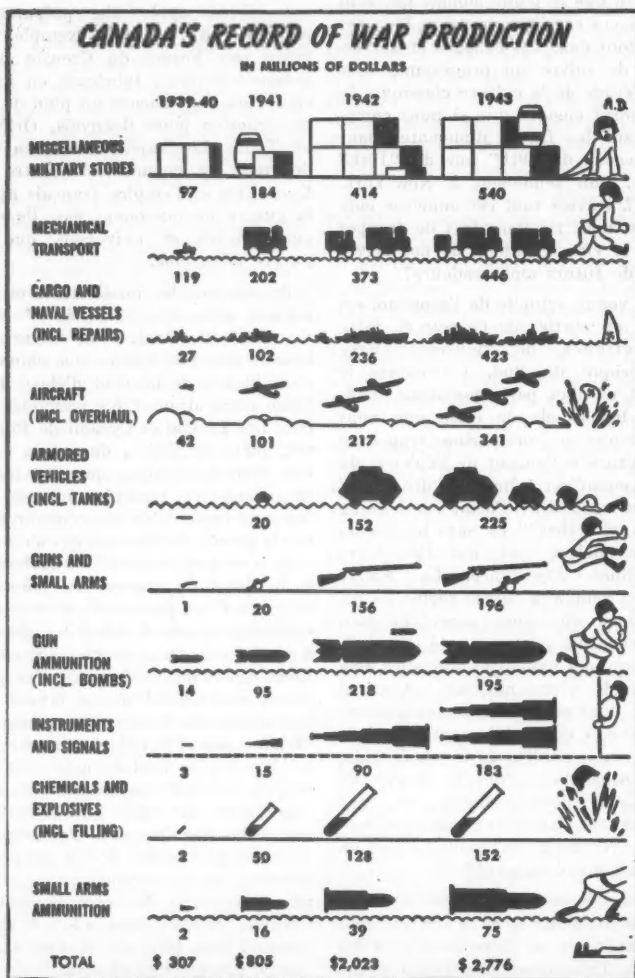
Je sais que les intellectuels et des artistes crieront: "Sacrilège!" Mais ils auront bien tort. Je ne désire nullement que nos classes abandonnent ce qu'il y a de beau et d'élevé dans notre civilisation. Elles pourront encore lire *Le Cid* et *Cyrano de Bergerac*, mais au moins, durant la crise que nous traversons, que l'on mette en avant les qualités uniques du français comme langue commerciale, car le principe: "Tout ce qui n'est pas clair n'est pas français" est également à la base de toutes les honnêtes affaires. C'est par cette clarté que le commerçant sera à l'abri des phrases à double sens au cours de ses transactions. Que l'on continue ce côté pratique, commercial de la langue au moins jusqu'à la dernière année de "High School." Un élève qui entre au collège et plus tard à l'université est évidemment un intellectuel (ou doit l'être!) et c'est alors que la culture lui sera utile et qu'il l'appréciera. Mais les élèves des écoles publiques secondaires, qui représentent l'immense majorité de notre population scolaire, vont-ils tous aller à l'université? Non, bien sûr, et c'est à eux que je pense en ce moment.

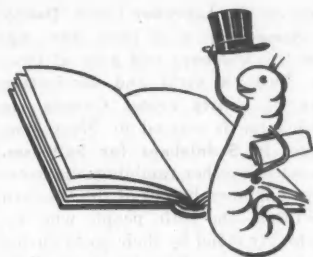
En attendant la fin de cette crise mondiale, en attendant que les choses de ce pauvre monde prennent un aspect plus calme, et que le moment revienne pour nous consacrer tout entiers au goût du beau et du bien, essayons de voir clairement et de loin la vraie tâche que la guerre nous a

assignée.

L'Ecole de Français Oral

L'Ecole de Français Oral commence les cours à Banff le 26 juillet prochain. Adressez-vous le plus tôt possible au Department of Extension, University of Alberta.





Turns with a **BOOKWORM**

BOOKS I HAVE LIKED

J. G. NIDDRIE, M.A., B.Paed., Edmontonton: **The Cult of Uncertainty**, by I. L. Kandel, Columbia University (MacMillan). This little volume looks squarely at the controversy between the Progressive school on the one hand and the more conservative academic type on the other. Much meat for thought. **Feast of Reason** by Dorothy Walworth (Farrah and Rinehart). The setting: A Junior College for Girls. A delightful satire on the misuse of the super-progressive type of education offered in a fictitious Junior College operating for profit. **The Law Marches West** by Sir Cecil E. Denny (Dent). A fascinating and reliable history of the early days of the North West Mounted Police. **The Road We Are Travelling** by Stuart Chase. Like other books by the same author, this little volume gives us plenty to think about. Students of Economics or Sociology will do well to read it.



RALPH WHITNEY, M.A., Red Deer: **The Curriculum of the Modern School** by Bobbitt; **The Cloister and the Hearth** by Charles Reade; **Madame Curie** by Eve Curie; **Shakespearean Tragedy** by A. C. Bradley; **Wild River** by Anne Louise Strong.



Miss DAPHNE GARRISON, B.A.: In our time the fierce waves of hatred between man and man, between people and people, between creed and creed, often rise so high that one may well wonder whether there is

anything in the heart of humanity that is not tainted by their bitter waters. It is good that some men still believe in good inherent in their fellows and in Christian love as a current strong enough to wash forever away the stain of hatred's dark stream. And some of these men write books.

Such is the little book **But Gently Day** by Robert Nathan. By a little deft handling of the supernatural the young American from the South Pacific returns to his old home in another era, as if he came back from another war. He finds that he understands the bitterness between North and South, yet knowing that it will end in a greater Union. Time has greatly modified the feeling toward Catholic, Jew and Mormon, but his forbears do not share his tolerance, nor understand his indifference to differences of creed. They do not understand him at all and his simple love-story can have but one ending.

In **Burma Surgeon** Dr. Gordon Seagrave tells in vivid, compact prose the tale of his adventures as missionary surgeon in Burma, as physician on the famed Burma Road, as a fugitive, with the rest of his hospital staff and General Stilwell's men, from the advancing Japanese. He sees much and does much and tells all with startling accuracy. His heroines are the brave, efficient, forever merry and charming little native nurses. They are of different tribes but their hospital training has made them sisters. You would like to know them. And we should all be the better for Seagrave's natural, honest faith in the people among whom he worked.

We Didn't Ask Utopia is the work of two other idealists who translated

their beliefs into action. It is the story of Harry and Rebecca Timbres in Russia several years ago. Dr. Timbres had also worked in India with the Indian poet and philosopher, Rabindranath Tagore, and he had been in Russia before that, in the dark days of the twenties. He believed that human beings are all moved by a common urge forward toward a state of brotherhood where no man would exploit another. He did not find this state in Russia but he thought that in that country the effort was greater than elsewhere. The Timbres couple and their two children had many difficulties, many hardships and they do not minimize these. But they continued to love Russia and the Russians and were able to laugh at many annoyances. Though Dr. Timbres' brilliant life came to an untimely end through typhus, his wife writes with brightness and faith. The book does not read like propaganda and is most enjoyable.

And if you believe in a peaceful future for our dual nation you will like the booklet *Jack and Jacques*, one of the "Live and Learn" books. (Ryerson Press, 50 cents.) Issued by the Canadian Institute of Public Opinion, this is the result of very many interviews by the "Gallup Poll" of Canada everywhere in this Dominion. The differences and resemblances between the French and non-French are summed up in a highly readable manner and the statistics are given in the appendix.

* * *

OWEN WILLIAMS, B.A., Lethbridge: *Danny and Prue* by Edith Tallant gives an intimate picture of the home life of a brother and sister

living on the Labrador Coast. *Danny Do Something* is a hero who will appeal to the boys and girls of Division Two. A vivid and fascinating story of a trip across Canada via saddlehorse is related by Mary Baskanquet in *Saddlebags for Suitcases*. The author in her ramblings discovers many unknown heroes of the Western Provinces—the little people who unflinchingly stood by their posts during the hard years. This is an excellent book for Division Three. *The Mountains Wait* by Theodor Broch portrays the epic story of the indomitable courage of the people of Narvick and would appeal to pupils of Divisions Three and Four. Other books which I have enjoyed include *The Law Marches West* by Sir Cecil Denny; *Digging for History* by C. B. Harrison; *Under London* by T. L. Stevens; *Ruffles and Rapiers* by B. Davies.

Book Review

By W. La RUE SMITH, M.A.

**A Short History of Canada for Americans*. A. L. Burt—Gage & Co.

**The French-Canadian Today*. Wilfrid Bovey—Dent.

Building The Canadian Nation. G. W. Brown—Dent.

These three books could be used profitably wherever the development of Canada is studied. Burt and Bovey are writing for adults while Brown is thinking of younger Canadians. Burt and Brown give more than usual prominence to the part played by French people in Canada's development, while Bovey devotes his whole book to that theme.

Burt emphasizes the relations between Canada and United States and is chiefly concerned with giving definiteness to his picture. The first chapter called "Comparisons and Contrasts" turns the spotlight on the two countries. One striking sentence reads, "French Canada and English Canada

Where visiting teachers DINE and meet
their friends.

The SHASTA

Completely Remodelled and Modernized

*These books are in the A.T.A. Library.

The A.T.A. Magazine

each form a nation within a nation and this dual nationality must be recognized before one can begin to understand the country." It is a picture of Canadian development as an alert, observant, and widely read Canadian would have our great neighbor see us.

Those who knew Professor Burt at the University of Alberta may well say with pride "I knew him."

In his **Building of the Canadian Nation**, Brown develops his theme topically in an apparent text book style, but still he maintains a close coherence and succeeds wonderfully in showing the unity of the development of Canada from East to West. He makes generous use of incident to enliven his story and even breaks forth into rhyme and song.

Bovey's **The French-Canadians Today** presents with sympathy and understanding, the development of what many consider the strongest political group in Canada. He portrays the full life of the French-Canadian; his home, religion, politics, art, economy, culture, etc. with ample documentary evidence presented in an interesting manner.

These three books are ample proof that histories are "dated", and that histories written some twenty or more years ago are definitely not suitable for school use today.

All three books are well illustrated. Especially good are the illustrations in **Building the Canadian Nation**.

Canadian History will not be dry or dull when it is learned in the atmosphere that these three gentlemen seek to create.

NEW ARRIVALS IN THE A.T.A. LIBRARY

A Child's Book of Famous Composers by Gladys Burch and John Wolcott is a collection of short biographies covering the lives of twenty of the world's great composers. Each biography places the composer both

May, 1944

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in time and kind of music from the child's point of view. Accompanying each is a full-page reproduction of an authentic contemporary picture of the composer.

* * *

Modern Composers for Boys and Girls by Gladys Burch follows the same treatment of **A Child's Book of Famous Composers**. The author includes short, delightfully written biographical sketches of twenty composers. Those chosen represent the outstanding modern musicians of all countries, and in each case an attempt is made to correlate the composer with his period and his fellows. This also contains contemporary pictures of the composers.

* * *

From the Book-of-the-Month-Club come new novels that need no introduction to our reader. They are Ludwig Bemelman's **Now I Lay Me Down to Sleep** and Charles L. McNichols' **Crazy Weather**. Two delightful volumes loved by all who read them are **Thunderhead** and **My Friend Flicka** by Mary O'Hara. The above books will be forwarded upon request.

RECENT PUBLICATIONS

The Ryerson Press, Toronto: **Robert Jenkins Starts a Business**. By G. P. Hillmer. This is the result of a search for practice material on Bookkeeping. Sufficient detail is given to make possible the completion of numerous business forms;

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integration with the typing course is facilitated and much of the calculation work may be undertaken in the mathematics class. 48 pages. 35c.

♦ ♦ ♦

Projects Through Crafts. By W. L. Stricker. Although the greater part of this book deals with woodwork, some attention is given to cardboard work, linoleum-blocks, rope-work, book repairs, leather work and tin work. The selection of a few projects from each of these fields encourages the interest in junior grades and carries pupils and teachers forward in several or all of these crafts. 103 pages 60c.

♦ ♦ ♦

Correspondence School Branch, Department of Education, Edmonton: These Make History. By Leonard Bercuson, M.A. 96 pages. 50c.

♦ ♦ ♦

Longmans, Green & Company, Toronto: Growing Up with Safety Sam. By C. M. Bartrug. The Safety Sam Series presents a definite and practical safety program for Grades one to six inclusive. The stories and activities in this series are based on childhood experiences. They are

well motivated and full of human interest. Most of the pictures and illustrations are positive and portray more clearly the thought content of the material. 90 pages. 40c.

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4. If you desire to read other books not on our shelves, the Library Committee will be pleased to review suggestions for further purchases. Simply give the title, author, and if possible the publisher in each case.

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BY JOHN MacDONALD, M.A., D.Litt.
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Local News

ANDREW

The regular monthly meeting of the Andrew Sub-local was held at Andrew School on February 25. Resolutions for the Annual General Meeting were presented. A favorable report on the progress of the teachers' play was given by the Andrew staff.

ATA

The March meeting of the Ata Sub-local was held at the Jefferson School on Friday, March 24th with the staffs of the Jefferson and Del Bonita Schools in attendance. Miss E. W. Duff was nominated as delegate to the A.G.M. Miss E. W. Duff informed the group that the salary negotiating committee is ready to reopen negotiations for salary for next year, and that they wished to know what changes the teachers wanted in the present salary schedule. The group made recommendations regarding increase of basic minimum and continuance of increments. An informal discussion on the topic "In-Service Training, and Exchange of Teachers" was led by Miss E. W. Duff. Following the adjournment of the business meeting lunch was served by the Jefferson staff.

ATHABASCA

Despite poor roads there was a good attendance at the April meeting of the Athabasca Sub-local. A committee to take charge of the annual Sports Day was appointed. Father McMahon very kindly showed some Educational films procured from the Department of Extension of the University. A delegate to the convention was recommended to the Local.

BRUCE and HOLDEN

On March 8th a joint meeting of the Bruce and Holden Sub-locals was held in the Bruce School. Delegates for the A.G.M. were elected, namely: Miss Grace Bruce, of Bruce and Miss Armstrong of Holden. Dates for the Festival programs were set for May 10th at Bruce and May 12th at Holden. The Executive representatives from both places reported on the last meeting. The following topics were discussed: Re-instating of Armed Personnel; Problem Children and The Activity Program. Following the discussion the group made its way to the Grade 5 and 6 room where a delicious lunch was served.

CALGARY RURAL

The Calgary Local (Rural) held its meeting in the lecture room of the Calgary Library on Saturday, March 25th at 2:00 p.m. After a reading of the minutes of the last meeting delegates to the A.G.M. were appointed and a further member was added to the Educational Research Committee, which is conducting a survey in connection with English this year. The matter of establishing a scholarship for deserving students in Grade Nine was discussed and it was decided to leave this matter until a later time, after the Divisional Board has been approached with a view to co-operating in this connection. The scholarship was to amount to \$25, or possibly \$50, depending on action yet to be taken; this is a matter of concern to all teachers with students in this grade.

CAMROSE

An interesting meeting of the Camrose Sub-local was held in the Banquet Room of the Alice Hotel on Saturday, March 3rd with 32 members present. Several matters of business were discussed and a report on the Divisional Salary Schedule was given by Mr. C. McCleary. A delicious lunch was served at 3 p.m. Following lunch Mr. D. Gray from the National Film Board showed several interesting films. The next meeting will be held on Saturday, May 13. This meeting will be combined with the Local A.T.A. Rally. The delegates to the A.G.M. will report on the Convention and the members of the Negotiating Committee wish to give their proposals and get suggestions from all the teachers. A special feature of interest will be the showing of the film "Education in Russia".

CARMANGAY-CHAMPION

The Carmangay-Champion Sub-local held its fourth meeting of the year in the Champion School on Thursday evening, March 30. Nine members were present. The agenda for the evening consisted principally in discussing different resolutions proposed for the Annual General Meeting. Miss Nan Ellis of the Champion staff was elected delegate. After the adjournment of the business part of the meeting, the assembled teachers enjoyed a delicious lunch at a downtown restaurant.

CLOVER BAR

The Clover Bar Local held a meeting in the Masonic Temple on Saturday, April 1st. There were fourteen members present. The minutes of the last meeting were read and adopted. Mr. A. Pyrcz, District Councillor for Calmar Sub-local, gave a report. Mr. Fors gave his report after having met the Board. Resolutions pertaining to the Easter Convention in Calgary and other business was discussed. Delegates to the Convention were: Mr. Hooper, Miss Reneaud, Miss O. Tyzuck, Mr. R. B. Marsh and Mr. W. R. Fors.

COLD LAKE

The regular meeting of the Cold Lake Sub-local was held in the Grand Centre School on March 13th. Mr. Fabian Milaney, President, presided and ten teachers were present. Minutes of the previous meeting were read by the Secretary and adopted as read. Discussion of business arising from the minutes followed. Mr. J. Coad was appointed official delegate to the A.G.M. Two new albums of educational records purchased by Mr. J. Stonehocker were presented and approved. It was decided to attempt the purchase of additional phonographs and plans were laid for the distribution of equipment. Standardized, objective tests were the next topic of discussion and plans were drawn up for the printing, distribution and compiling of these tests in schools comprising the Sub-local. The pre-planned, non-competitive festival is to be held on May 26th. A very instructive afternoon was brought to a close with the serving of a tasty lunch by Mrs. M. Calaghan and Miss Croteau.

The April meeting was held in the new Grand Centre School on Saturday, April 22nd. Mr. Fabian Milaney, President, presided and eight teachers were present. A report on the A.G.M. was given by Mr. J. Coad, which was followed by a group discussion. A report given by Mr. Fergus Milaney on reading tests for the elementary and intermediate school brought up a dis-

cussion on remedial reading in English. The next topic discussed was the non-competitive festival to be held on May 26th in Cold Lake. A review on operations of the movie projector took place which was followed by a report on the phonograph circuit. Next meeting will be held on May 20th. A delightful lunch was served by Miss Allard, which brought a delightful afternoon to a close.

CRAIGMYLE-DELIA

The third meeting of the Craigmyle-Delia Sub-local was held in Delia on February 19th at the home of Mrs. Coffin. As our president, Mr. D. Stevens has left Delia, it was necessary to elect a new president. Mrs. F. Chase was elected. A discussion on library books for the lower grades was held. It was decided to discuss the Empire Day Enterprise at the next meeting. After the meeting was adjourned, our hostess served lunch.



The March meeting was held on March 26th at 3:00 p.m. at the home of the Misses Alice and Evelyn Rieger in Delia. Nine members were present. Mrs. Chase called the meeting to order and the minutes were adopted as read. There was some discussion about the proposed increase in fees for the Locals and then the Empire Day Enterprise was discussed. After adjournment, lunch was served.

CZAR-HUGHENDEN

Members of the Czar-Hughenden Sub-local met in the Hughenden School on Saturday, March 25th. Miss Risley, of Eastervale School, addressed the meeting on the topic of "Primary Number", dealing with the newer methods and procedure now being advanced in the Normal Schools. Then Mr. Wight, of Sugar Bowl School very ably led a discussion on "School Discipline", presenting a great deal of constructive material and many very helpful suggestions along these lines. Lunch at the cafe followed adjournment.



The April meeting was held in Czar on Saturday the 22nd, at the residence of Miss Eriksson and Miss Smith, twelve members being in attendance. The chief interest of the meeting centred around the report given by Mr. Nelson, delegate to the A.G.M. held recently in Calgary. A very comprehensive resume of various matters considered there was presented to the meeting. The next meeting will be held on May 20th at the Wight home in Eastervale District. Final arrangements will be made at that time for the Track Meet which is to be held on May 26th in Hughenden. After adjournment a very tasty lunch was served by the hostess and a pleasant social time was enjoyed.

DEWBERRY-CLANDONALD

A meeting of this Sub-local was held in Dewberry on April 20th with 10 members present. Plans were completed for the Track Meet which will take place in Dewberry on May 20th. A full account of the A.G.M. was given by Mr. Bruce in an interesting and informative manner. The date of the next meeting will be decided at the Track Meet. After the meeting a most delicious lunch was served by Mrs. Bruce.

EDSON

The War Efforts Committee of the Edson Local reported that in the recent Red Cross Drive the pupils netted a total of \$217.93 raised through contributions, class auctions and raffles. War Savings Stamps are being

sold continuously and since October 12th, 1943, a total of \$576.00 worth has been sold. The Salvage Drive also has met with enthusiasm and to date pupils have shipped 23 tons of scrap which included, 22 tons iron; a quarter ton non ferrous metal, three quarter tons rubber. They also collected 370 pounds of fat and 450 pounds of rags.

EVANSBURG-WILDWOOD

The Evansburg-Wildwood Sub-local meeting was held on March 11th at the home of Mrs. Vera Platt, Evansburg. Various matters were discussed and decided upon, among them being the appointment of a delegate to the A.G.M. in Calgary. Mrs. Hellekson from Evansburg was chosen to represent the Sub-local. A lovely lunch was served at the close of the meeting.

FORESTBURG

The Forestburg Sub-local met at the Forestburg School on Saturday, March 25th. The minutes of the previous meeting were adopted as read. Mr. Condon on behalf of the Salary Negotiating Committee gave a report on the meeting of the Committee with the Divisional Board. The meeting decided that I. C. Birdsell, President of the Killam Local, should act as delegate to the A.G.M. Resolutions to the A.G.M. were discussed and the feeling of the meeting on each given for the guidance of our delegate. At the close of the meeting lunch was served by the members of the Forestburg staff.

FORT SASKATCHEWAN

The March meeting of the Fort Saskatchewan Local was held at the home of Mrs. A. Carscadden on March 7th. S. W. Hooper was chosen as delegate to attend the Annual General Meeting in Calgary. After the business meeting those present enjoyed a game of bridge followed by a delicious lunch served by Miss M. Ward and Mrs. A. Carscadden.



The April meeting was held at the home of Mrs. S. Thorne on Tuesday, April 18th. Mr. S. Hooper, our delegate to the Annual General Meeting, gave a very interesting resume of the highlights of the convention. A hearty vote of thanks was expressed to Mr. Hooper for his interesting report. Considerable discussion took place at the meeting regarding the proposed changes to the pensions scheme. After the conclusion of the business meeting, a very tasty lunch was served by the hostess, Miss Beth Thorne.

GIROUXVILLE-McLENNAN

The Girouxville-McLennan Sub-local held its March meeting in Donnelly Consolidated School on March 11th, 1944. Ten teachers were present. A lengthy discussion on the teaching of language and spelling took place. This proved to be very beneficial to all. Sister Charles Albert of Donnelly gave an interesting demonstration with her pupils on the Enterprise, "Our Community", Grades 5 and 6.

GLENDON

The March meeting of the Glendon Sub-local was held at the home of Mrs. MacLean. Business matters were discussed after which the money of the Junior Seed Club members was handed over to the Secretary. The prospects for a School Festival were discussed. A Sports' Day committee convener, Mr. Procyk was appointed.

HALKIRK-GADSBY

On March 4th the regular meeting of the Halkirk-Gadsby Sub-local was held at the

home of Mrs. Wallin in Halkirk. The business part of the meeting opened with a report by Mrs. Wallin on a recent Executive meeting. Various members were appointed to work on the revision of report cards in Divisions I, II and III. The meeting adjourned and the members partook in a delicious lunch served by Mrs. Wallin.



The regular April meeting was held at the home of Mrs. Allan in Gadaby. With a fair number of members present, the work and discussion on the report cards made considerable headway. The interests of all members in a Track Meet were brought forth in a lively session of discussing and planning for same. The meeting was then adjourned.

HANNA

The April meeting of the Hanna teachers was held on April 1st in the home economics room. Convention delegates, Mrs. Davis and Mr. B. Larson, were appointed. Miss Ambury, Mr. Larson and Miss Morton were elected members of the salary schedule committee. Mrs. Davis and Miss Oatway gave an interesting program on puppetry. A delicious lunch was provided by Miss Morton, Mrs. Purdy and Miss Barts.

HARDISTY-PROVOST

The Executive of the Hardisty-Provost Local met in Provost on Saturday, March 4th. A report from the salary schedule committee was received and adopted. A questionnaire re salary schedule will be sent out to the teachers. Sub-local field and track meets will be held in the spring and the administration will be in the hands of the Sub-local. The Local Executive decided in favor of supporting the nominations of Dr. Sansom, Mr. Melness and Mr. Butterfield.

HAYTER-PROVOST

The March meeting of the Hayter-Provost Sub-local took place at the Provost school on March 11th. Due to bad roads only a few members were present. Miss Van Deelan gave a very interesting talk on "Music in the Intermediate Grades." Mr. Atkin was elected as delegate to the Easter Convention.

HOBBEA

The monthly meeting of the Hobbema Sub-local was held in Ponoka on April 1st. Twelve teachers were present. An interesting discussion on "Correlation of Art and Literature in the Enterprise" took place. Our delegate to the Easter Convention was Mrs. E. Tulloch. It was decided to invite our Superintendent, Mr. Ross, to our next meeting. Our delegate's report will also be given and a number of important problems discussed.

INNISFAIL-WEST

The April meeting of the Innisfail-West Sub-local was held at Heckla on April 12th with nine members present. The two main topics of interest were the coming school festival to be held at Markerville near the end of May and the track meet to be held in Dickson on May 24th. A program of events was drawn up for the school festival. Copies are being sent to the teachers. The program to be followed for the track meet is the one sent out by our Local A.T.A. It is hoped that all schools in our Sub-local will participate in these coming events. At the close of the meeting lunch was served by Miss Sveinson.

KILLAM

The first Executive meeting of the Killam Local was held in the Forestburg School on February 26th with 10 members present. Discussion took place regarding the allotment of fees from the Central Executive to each Local. It was decided to alternate the meetings of the Local between Forestburg and Killam. Resolutions to the A.G.M. were discussed and formulated.

KITSCOTY-ISLAY

The Kitscoty-Islay Sub-local held its February meeting at Kitscoty. Mr. H. White, the councillor, gave a report on the last Executive meeting. A discussion of resolutions followed.



On Saturday afternoon, March 25th the Kitscoty-Islay Sub-local met in the Kitscoty Intermediate room with 13 teachers present. The musical festival programs were handed out. Mr. J. Smith gave a report on arrangements made for adjudicators. Mr. H. White was voted a grant of \$15 to cover his expenses as the delegate to the A.G.M. An inspiring address was then given by Mr. C. Laverty, superintendent of the Vermilion School Division. At the close of the meeting a dainty lunch was served by Miss Anna Wilson and Miss Swea Swanson.

LETHBRIDGE DISTRICT

At the regular monthly meeting of the Lethbridge District Local held in the Marquis Hotel on April 1st, the following delegates and Executive members were present: Coaldale Sub-local, Messrs. Baker, Wade and Simeoe, Miss Esplen; Warner-Wrentham, Messrs. Hughes and Martin; Nobleford-Coalhurst, Messrs. White, Huntrods, Holt and Holman; Carmanagay-Champion, Mr. McKenzie and Miss Ellis; Lethbridge Northern, Mr. Shields. The chief topic of discussion was the matter of resolutions to be supported at the A.G.M. Mr. Holman was to be on the Salary Committee and an upward revision of the minimum was recommended. Miss Esplen was to press for the best possible realignment of the Geographic Districts in connection with the Administration Committee. Mr. Martin who has done work previously on the pensions problem was assigned to that division. Mr. Holt is to investigate the problem of departmental summer courses for degree credits. Miss Ellis and Messrs. Huntrods, Shields and Baker were to sit on The A.T.A. Magazine. Resolutions, Finance and Curriculum Committees respectively.

MARWAYNE-STREAMSTOWN

The monthly meeting of the Marwayne-Streamstown Sub-local was held at Streamstown on April 15th. Further arrangements were made concerning the Musical Festival which is to be held at Marwayne on May 19th. Mr. David presented a report on the Teachers' Pension question as discussed at the Convention in Calgary. A full report is to be given on this and other topics at the next meeting which is to be held at Marwayne on May 27th.

MOUNT RUNDLE

A regular meeting of the Mount Rundle Local was held in the Music Room of the Banff School Auditorium, Tuesday evening, March 28th. Our genial President, Mr. W. (Bill) Alexander presided in his usual efficient manner with the result that the business part of the meeting was attended to very quickly. Resolutions for the A.G.M.

were discussed at this meeting but no action was taken as it was considered that it would be better business to leave the decision on them to our two delegates as they could vote more intelligently after they had heard the discussion at the convention. The following were elected as delegates to the A.G.M. from this Local: Mrs. Bodmer and Miss Cosens, both of Banff. Those present expressed regret over the absence of Miss M. Gratz, of the Banff High School staff. At the time of the meeting Miss Gratz was seriously ill. Miss Gratz is a charter member of this Local, and also a former President. We missed you at the meeting Miss Gratz and are all hoping for an early recovery. Our Secretary, Miss June Smith had the misfortune to break a leg some weeks ago. She is still on crutches and finds it necessary to take her cast with her when she moves about. Miss Grisdale convened the committee of Banff teachers who served the refreshments which everyone declared were a grand success.

PEERS-NORTH

The regular meeting of the Peers-North Sub-local was held at Peers on Saturday, March 11th. A discussion on the Sub-local track meet and on other subjects such as the central library and the nomination of an officer for the A.G.M. took up some of the afternoon. The remainder of the afternoon was spent on making plans and collecting material for a combined good-will programme. After the meeting adjourned, our hostess, Miss Konigson, served a delicious lunch. She was assisted by her mother who was visiting her.

RADWAY

The March meeting of the Radway Sub-local was held on March 25th in Radway school with nine members present. The programme committee presented a schedule for the remaining meetings. The programme schedule was accepted as presented. Then the Councillor's Report was given by Mr. Styra. It was discussed and adopted by the meeting. After the meeting adjourned the teachers were invited to Mr. and Mrs. Kulka's for an enjoyable lunch.



The April meeting was held on April 15th in Radway School with nine members present. Mr. Styra gave a report on the Easter Convention. The main feature was the pension scheme and its revision. The Divisional Tests were discussed and it was agreed that this work should be more general and less specific. The Committee for our Track Meet includes Mr. Kulka, Mr. Boyle and Mr. Kraychy. Date for Track Meet has not been set. After the meeting adjourned the teachers went to the Radway Cafe for lunch. The next meeting will be held on May 27th.

RAYMOND

The regular meeting was held April 19th at the Raymond High School with all the Stirling teachers in attendance. The meeting was brought to order and the minutes of the last meeting were adopted as read. Norma Smith gave a report on the last Local meeting held in Cardston. The President then called on Mrs. Shortliffe to give her report on the A.G.M. At its conclusion it was moved by Mr. Hicken that a special vote of thanks be given Mrs. Shortliffe for her exceptional report. The adjournment of the meeting was followed by a most enjoyable lunch served by Mrs. Rolfsen and her committee.

RIMBEY

The February meeting of the Rimbey Sub-local was held in the school with eighteen members present. Following the business meeting, a talk on "Arts and Crafts" was given by Mrs. Kennedy. A group of pupils from the grade seven and eight room were in attendance and demonstrated how different stages of clay work, plaster casting, lino-cutting, glass-painting, finger-painting, free-painting at easels, etc., could be carried on at the same time in a classroom, each child doing what he or she liked the best. At the close of the meeting, Mr. Zado and Mr. Bazante donned aprons and served a delightful lunch.



The March meeting was held in the school with fourteen members present. Mr. Morris reported on the recent meeting of the Salary Negotiating Committee. Mr. Gimby gave an outline of the work covered at the two meetings which Mrs. Kelly and he attended at Ponoka and of the proposed reports to be prepared by members of the group. A discussion followed on "Village Colleges" and a report on same is to be given by Mr. Gimby. The names of Mrs. Kennedy, Mr. Collins and Mrs. Wiley were presented to the Ponoka Local as proposed delegates to the Easter Convention. A "Quiz", presented by Mr. Collins, followed the business meeting. Lunch was served by Mrs. Gimby and Miss Lucy Donnelly at which Mary Mellis, a former member and now with the Armed Forces, was a guest.

ROCHESTER

The first meeting of the Rochester Sub-local was held in the home of Mrs. Waterhouse, Rochester. Officers elected for the term were: President, Mrs. Hanson; Vice-President, Mrs. Stolen; Secretary-Treasurer, Mrs. Waterhouse. Mr. Hodgson, our Superintendent, was present and led a discussion on library organization.

ST. MARY'S RIVER

The St. Mary's River Local held its first meeting on December 4th with all members present with the exception of one. A message from Superintendent Evenson was given by Mr. Earl and a motion was passed regarding the forwarding of a circular letter to teachers containing valuable information aiding the teacher. It was decided that the Woolford staff should join with the A.T.A. Sub-local and Spring Coules teachers could join either with Magrath or Cardston. Members of the St. Mary's River Divisional Committee were made a part of the Local executive. A resolution concerning teachers being placed in bonus category was passed and a resolution regarding High School Reading Regulations was forwarded to Edmonton. The teacherage situation in divisions was also discussed.



The second meeting was held on February 19th with all members present. The minutes of the preceding meeting were adopted as read. Mr. L. Nelson reported on a visit to the Divisional Board pertaining to the teacherage situation and it was decided that a questionnaire be sent to Lethbridge asking about the salary schedule. Discussion took place regarding the resolutions to be forwarded to Edmonton for the A.G.M. and Mr. Earl was nominated as a candidate for district representative. It was decided that a circular letter should be sent to teachers reminding them of our professional code of etiquette which should be followed.

STONY PLAIN

The members of the Stony Plain-Spruce Grove Sub-local met in Mr. G. Carmichael's home in Spruce Grove on March 15th. The Track Meet and present Salary Schedule were discussed. Mr. H. Anderson spoke on "Social Studies." He explained how pupils could make a daily paper. Maps with places of events on them were helpful and panel discussions proved interesting when pupils chose their own problems. Mr. Anderson's talk was enjoyed by all the teachers. Miss C. Reed and Mrs. H. MacQuillen gave lovely displays in Art. Mrs. G. Carmichael then served a delightful lunch.

STRATHMORE

The regular monthly meeting of the teachers of the Strathmore Sub-local took place at the Strathmore High School on March 15th with fourteen members in attendance. The President, Mr. Crowther, presided. While this was a fair representation, a much larger meeting was anticipated. The teachers fully appreciated the splendid efforts of the Superintendent of the Wheatland Division, Mr. Munroe McLeod in preparing a paper and addressing the teachers on Remedial Reading. His many fine points, timely suggestions and daily experiences held the listeners' attention. An open forum followed and much was gleaned. During the business meeting Mr. McLeod, M.A., and Rev. Mr. Sieber, pastor in charge of the Carseland United church were enrolled as honor members of the Strathmore Sub-local. The Strathmore staff served a delicious luncheon.

SWALWELL

The monthly meeting of the Swalwell Sub-local was held in the Swalwell High School on Thursday, March 23rd with six members in attendance. Discussion centred around increased salary for the teachers of the Wheatland School Division and the resolutions for the Annual General Meeting.



The monthly meeting was held at the Linden School on Wednesday, April 19th. Mr. R. Eyres gave a complete report of the A.G.M., which was followed by a lively discussion period. An interesting paper on "Remedial Reading" was given by Mrs. M. Eyres. The teachers present were then given a Reading and Comprehension test. Lunch was then served by the lunch committee. The next meeting will be held at the New Hope School on May 17th.

STURGEON

A meeting of the Sturgeon Local Executive was held in Edmonton, Saturday, February 26th. The communication from our Secretary relating to the grant of money secured from the Divisional Board to help defray expenses of operating the motion picture machine was briefly discussed. Miss Steshyn gave a report on the progress made in editing the Division II Enterprise Project. The material is nearly ready to be placed in the hands of the printers. Our superintendent, Mr. Erickson, visited the meeting and an interesting round table discussion took place. Points dealt with were: School visits; Remedial English; festivals; track meet; school operating hours. The electoral Vote Ballot from the Head Office was discussed and Mr. Barnett was interviewed with reference to several points of the Ballot. A.G.M. business was also fully dealt with.

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TOFIELD

The Tofield Sub-local organization meeting was held on October 22nd at the home of Mr. and Mrs. McDonnell in Tofield. The following officers were elected: President, Mr. J. A. Richardson; Vice-president, Miss Ellen Morrow; Secretary-treasurer, Miss Alice Broughton; Press correspondent, Miss Isabel Dean; Representative to Local Executive, Mr. McDonnell; Sports representative, Mr. L. Olson.

The November meeting was held at the home of Mr. and Mrs. Lars Olson of the McKenzie school district. After a business discussion, lunch was served by the hostess.

The January meeting was held at the home of Mr. and Mrs. J. A. Richardson of the Lindbrook school. Bridge and a delicious lunch followed the business discussion.

On February 26th the Sub-local held its meeting in the Home Economics room in Tofield. A new Press Correspondent, Isabel Robinson was elected. A "bachelor" lunch was served after the business part of the meeting.

The Tofield Sub-local met at Grand Forks school on Wednesday, April 5th. The business part of the meeting was spent in reviewing the resolutions for the A.G.M. Mr. A. J. Richardson was appointed delegate to the A.G.M. The date for the Local Track Meet was set for June 12th. After the business session lunch was served by the hostess, Mrs. Bjorgsen. The May meeting will be held at the Anderson School.

TWO HILLS

The regular monthly meeting of the Two Hills Sub-local was held at the Two Hills School. Fourteen members were present, which is not a very satisfactory showing. It is hoped that with the coming of the more favorable weather, we will get a better representation. After the business section of the meeting was finished J. Hohol led a very lively discussion on Social Studies in Divisions I and II. W. J. Chernecki reported on the Executive meeting of the Two Hills Local. Teachers' salaries were also considered. The question of remunerating teachers who are active in Community Service was raised but no definite plan was reached; however, it will be more fully discussed at the next meeting. The resolutions submitted to the A.G.M. were given due consideration. Our Superintendent, Mr. Hannocho, participated freely in all discussions and imparted many helpful suggestions. A delightful lunch, served by the Two Hills staff at M. Poohkay's residence, brought a profitable afternoon to a close.

WANHAM-BELLOY

A meeting of the Wanham-Belloy Sub-local was held in the South Slope School on Saturday, February 26th. Suggestions for the program of the next Divisional Teachers' Institute were listed to be sent to Inspector E. C. Schelin. Resolutions for the A.G.M. were discussed, and plans made for a Track Meet meeting to be held in the spring. After the meeting a delicious lunch was served by the South Slope teachers, Misses O. Prevost, R. Verstraete and L. Settle.

WAINWRIGHT

Teachers of the Wainwright Sub-local of the A.T.A. held their regular monthly meeting on January 15th, at the high school. Following the business meeting, Mr. Paton led a discussion on the "Fundamentals of

Arithmetic", those skills in which children must be adept on reaching Grade IX, if they are to succeed in the mathematics of that grade and of high school. Following this Mr. Meade led a similar discussion on English, under the title of "Needless Errors in English". He listed ten errors made by pupils in Grade IX—errors resulting rather from carelessness than from a lack of knowledge. The ladies of the Wainwright staff then served a delectable lunch in the Home Economics room.

The Wainwright teachers met again on February 19th. The main topic of discussion at this meeting was "Playground Supervision", led by Mrs. M. C. Alexander. Many worthwhile suggestions as to devices and objectives grew out of this talk, the subject being one of especial interest to rural teachers. The next meeting will be held on March 25th, when the teachers will visit the rooms of the Wainwright Public School—Grades I to VIII—to see exhibits of pupil-work, enterprise culminations, etc.

The regular monthly meeting of the Wainwright Sub-local was held on Saturday, April 1st. The educational part of the programme consisted of a visit to the rooms of the public school (Grades I to VIII). Here the teachers observed examples of the activity programme as it is being carried on in this school. The teachers who cooperated in making this fine display possible are: Principal Finlay, Miss Sutherland, Mrs. Dreger, Miss Mabey and Mill Telfer. The District Councillor, Mrs. Maclean, gave a report on the salary schedule recently signed with the Wainwright School Division—a schedule in which the minima are raised to \$1,000, \$1,150, and \$1,400. Compliments to the negotiating committee were, and are, in order.

WETASKIWIN

The March meeting of the Wetaskiwin Sub-local A.T.A. was held in the Home Economics room on Thursday, March 9th. A dainty buffet supper was served by the girls of the Home Economics class under the direction of Miss Rosenberger. After supper a short business meeting was held in Room VI. Mr. Blocksidge gave a short report from the negotiating committee. A report on the findings of a committee formed of representatives of the Department of Education, the Faculty of Education, and the Normal School was given by Mr. Fowler. Delegates to the Easter Convention were appointed. Our next meeting is to be held at the home of Mr. and Mrs. Massing, four of the Alexandra School teachers to serve lunch. Mrs. Fowler gave a most interesting review of the book "Behind the Urals."

The regular monthly meeting of the Wetaskiwin Sub-local was held at the home of Mr. and Mrs. O. Massing, Friday evening, April 14th. Reports on the Easter Convention were given by the delegates, and these were discussed. The May meeting is to be held at Mrs. Munn's home, and the June meeting is to be in the form of a hike and picnic supper to Peace Hill. Lunch was served by the teachers of the Elementary Division of the Alexandra School.

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Empire Day Message

FROM

THE VISCOUNT BLEDISLOE

P.C., G.C.M.G., K.B.E.

PRESIDENT OF THE EMPIRE DAY MOVEMENT

On this notable Empire Day our hearts must be full of profound thankfulness to our fighting men, drawn from every part of the world-wide British Commonwealth, whose valour, endurance, and heroic sacrifices have brought victory in sight and saved the world from slavery and the Empire from disruption. Let us prove ourselves worthy of their great achievements by pursuing, with sincerity and vision, within our own sphere of influence and endeavour—be it great or small—the cause of human welfare, contentment and happiness in days to come.

The steadfast solidarity and comradeship of British peoples throughout this War have not only saved the Empire—they have saved the world. This solidarity and mutual confidence will be more than ever needed in the task of establishing on a sure foundation an enduring Peace. Just as in 1940, all freedom-loving nations looked to us for salvation and leadership, and did not look in vain, so will they look to us again in the hour of victory. Empire Day reminds us that our Empire citizenship involves responsibilities commensurate with its abounding privileges. These we must shoulder resolutely with a supreme confidence in the future greatness of the British Commonwealth and Empire and a full realisation of the immeasurable service which it can

render not only to its own peoples but to all mankind.

Boys and Girls of the Empire, you are living in stirring times. Many changes will take place both in your own country and in the wide world beyond. Air transport and radio communication will bring the Earth's scattered territories ever nearer to you. What concerns their inhabitants will concern you too and affect your daily life. Develop, therefore, a well-informed interest in world affairs and especially in those of the British Empire which is your own special heritage and will become one of your great responsibilities in the adventure of life upon which you are embarking.

There is opening up before us all the vista of a brighter, nobler and more righteous world beyond the clouds of War—a world where selfishness, oppression, injustice and want will be buried in a new-found liberty, based upon the foundations of a living faith. Let us all earnestly strive, with stout hearts and unsullied ideals, to aid in the building of that better world, firmly refusing to allow the present unparalleled unity of the British Commonwealth and its brave Allies to be shaken in putting our hands to the God-sent task of perpetuating Peace upon Earth and promoting Goodwill among Men.

EMPIRE DAY, 1944.

They had given their son a bicycle and were watching proudly as he rode around the block.

On his first trip he shouted: "Look Mom, no hands!"

The second time around: "Look Mom, no feet!"

And the third time: "Look, Mom, no teeth!"

When we have done our best, we should await the result in peace.

— J. Lubbeck.

Keep your heart free from hate, your mind from worry. Live simply; expect little, give much; fill your life with love; scatter sunshine. Forget self. Think of others, and do as you would be done by.

A certain amount of opposition is a great help; kites rise against, not with, the wind.

And a long time ago Macaulay said: "The measure of a man's character is what he would do if he knew he would never be found out!"



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